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ABSTRACT

This document is comprised of weekly newsletters for 2002, organized by month, for family child care providers. Each theme-based newsletter contains: (1) creative activities for use with mixed-age groups of 2- to 5-year-olds; (2) ideas on guiding behavior, organization tips, and a Monthly Planning Calendar; (3) special sections for infants and after-school students; and (4) at-home learning activities for caregivers to earn continuing education and Child Development Associate credit. In addition, a reproducible two-page parent handout, "Parents and Kids Together," is included with each month of newsletters sharing with parents book titles, songs, activities, and recipes used in the family child care setting. Theme topics include: the holiday spirit year round, surprises, weather, Earth Day, spring, gardening, outdoor art, vacations, and families. (KB)

Everyday TLC: Teaching, Learning, Caring, 2002.

Lisa L. Durkin, Editor-in-Chief
Sandy Miller, Managing Editor

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2002

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For People Who Care for Young Children

8 IDEAS FOR THE NEW YEAR

1. As you plan your activities, listen to children's interests and incorporate them into special days of the month such as: New Year's, Martin Luther King Jr.'s birthday, Groundhog Day, and Valentine's Day. Some lesser known days in January are: Hat Day, National Popcorn Day, and Pizza Week. In February there's National Music Month, and National Pencil Week.

2. Try to create activities for all types of learning styles: visual, auditory, tactile, etc. Think of things that can be done inside, outside, and in places other than your everyday learning space.



3. Let children feel important as they pretend to be a teacher. Let them use a pointer to identify letters and numbers on charts and signs throughout the room. Have them take turns by calling letters of their first names to go from one activity to the another.

4. Use a thirty-drawer hardware box labeled with the letters of the alphabet. It can be used for matching lower case letters or for matching objects with the beginning sounds of each letter. Count beans into numbered drawers for a math activity.

5. Keep a "story can" with small objects for creating stories. Let each child pull an object out of the can and incorporate it into an ongoing story.



6. Cover square tissue boxes with plain paper. Put colors, letters, or numbers on each side for dice games. Use number dice for addition and subtraction as well as finding out what number comes next.

7. Use number and letter activities throughout the day—in transitions (*"If your name begins with 'B'..."*), for serving snacks (how many fish crackers each child gets), for giving directions (*"Go to the first table."*) and in songs and movement activities (*"If you are happy and you know it, jump three times..."*)

8. Include a manual typewriter in your program for older (four and up) children to use as well as calculators, adding machines, and computer keyboards. Use "tools" and cash registers for younger children. They love using "big people" equipment!

THIS MONTH IN EVERDAY TLC:

- Keep the Holiday Spirit of Caring and Sharing Alive
- Plan for Next Year's Holidays All Year Long
- Develop Self-Esteem
- Create Homemade Movement Equipment
- Folk Tales and Storytelling

NO TEST THIS MONTH

BOOKS TO READ

INDOOR EXERCISE

- 📖 *Imagine That: A Child's Guide to Yoga* by Ken Cohen (Integral Yoga)
- 📖 *From Head to Toe* by Eric Carle (Harpercollins)
- 📖 *Bearobics: A Hip Hop Counting Book* by Victoria Parker (Viking)
- 📖 *Ball* by Ros Asquith (DK Publishing)

AROUND THE YEAR

- 📖 *Around the Year* by Tasha Tudor (Simon & Schuster)
- 📖 *Dog Days: Rhymes Around the Year* by Jack Prelutsky (Knopf)
- 📖 *Month by Month a Year Goes Round* by Carol Diggory Shields (Dutton)
- 📖 *The Turning Year* by Bill Martin (Harcourt Brace)
- 📖 *January Rides the Wind: A Book of Months* by Charlotte Otten (Lothrop, Lee, & Shepard)



SELF-ESTEEM

- 📖 *Amazing Grace* by Mary Hoffman (Scott Foresman)
- 📖 *The Little Engine That Could* by Watty Piper (Grosset and Dunlap)
- 📖 *It's Okay to Be Different* by Todd Parr (Little Brown)
- 📖 *Ignis* by Gina Wilson (Candlewick)

THE IMPORTANCE OF SELF-ESTEEM



This month we celebrate the birthday of Dr. Martin Luther King, Jr. It is a time each year that we think about the diversity that makes this country great and how important it is to teach our children about the value of diversity and respect for differences among people. In order to teach children to value others, we must first teach them to value themselves. "A child's self-esteem affects every area of his existence, from the friends he chooses, to how well he does in school, to what kind of job he gets, to the person he chooses to marry," says Stephanie Marston, psychologist and author.

WHAT IS SELF-ESTEEM?

Self-esteem is a sense of being both lovable and capable. Children need to know that they are loved and accepted for who they are. At the same time, they gain confidence by learning new things and showing off what they can do.

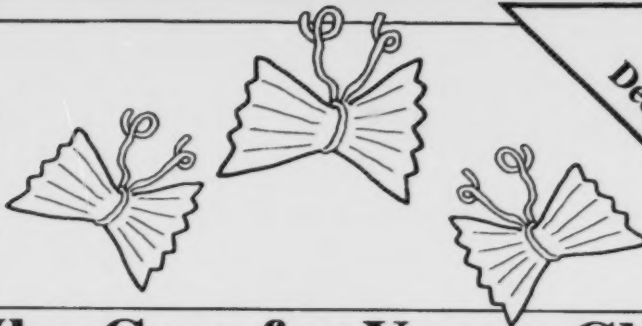
Self-esteem is also the ability to keep those good feelings about yourself—after a fight with a friend or a bad grade. Without it, your sense of self crumbles under criticism or you give up after making a

mistake. Children with low self-esteem don't trust or believe in themselves in tough situations. Instead, they need others to continually tell them they are smart and lovable.

IT TAKES MORE THAN JUST PRAISE

For years, we were told that praising children no matter what they did or how well they did it helped develop self-esteem. But too much praise or the wrong kind of praise can actually lessen a child's sense of self worth. If you tell kids everything they do is wonderful, they won't learn the difference between a so-so effort and a special one, and they're less likely to try to do their best.

"You might even discourage a child from pursuing a valued activity," says Dr. Lawrence Batler. As an example, he tells a story about parents who made a big fuss about a poem their child had written: "They talked about it for days, made copies to send to friends and relatives. But the child never wrote another poem, apparently convinced that he could never again meet the impossible standards implied by his parents' gushing enthusiasm." So encourage new experiences and risk-taking. Give lots of specific praise for jobs well done and just trying hard. The most important tool you can give your child to take into his later life is self-esteem.



For People Who Care for Young Children

KEEP THE HOLIDAY SPIRIT ALIVE ALL YEAR

Holiday decorations have a glow all their own. Lights twinkle, paper chains cascade down walls, and children's hand-crafted projects add a special charm to the season. We often feel a twinge of sadness when everything must be put away for another year. Children are sad to let go of the season too. Maybe the decorations have to go, but you can hold onto that wonderful holiday magic all year long by sharing with others. The activities you do at holiday time can be shared throughout the year; for the real magic of the season is in the caring and sharing.

THE GIVING TREE

Read *The Giving Tree* by Shel Silverstein (Harper and Row). Invite each child to cut out a small tree. Show children how to fold green paper in half and cut zigzags for branches. Help them write a few lines about something they will do for their family all year long: putting toys away after playing, keeping their room picked up,

helping with a pet, etc.

Place these trees unfolded on a bulletin board for a week or so. Then let each child take her tree home.

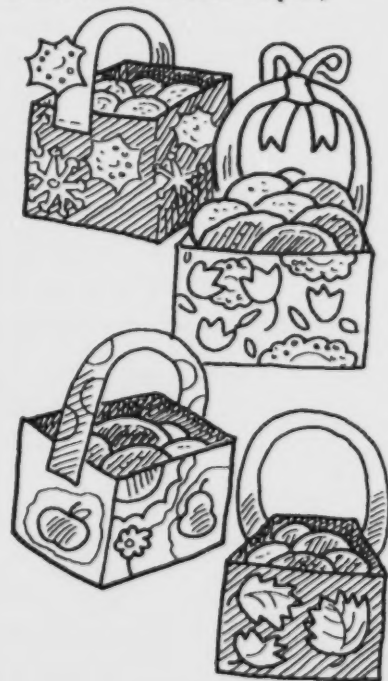
DAY BRIGHTENERS

- Brighten someone's day any time of the year with a creative handmade gift. Buy some small inexpensive flower pots for children to paint with bright colors. (If they are clay pots, bake in the oven at 200° F for an hour to remove the moisture before painting.)

Fill with a bouquet of coffee filter flowers. To make these flowers, fold the filter in half three times. Have several dishes of water colors available. Let children dip the tip in one color, remove, and dip it deeper into another color. Turn the filter upside down and dip again. Lay it flat on paper towels. When dry, twist at the center and gently pull out edges to make a flower shape. Green pipe cleaners become the stems.

- A basket of freshly baked cookies is sure to put a smile on someone's face. Bake and

decorate sugar cookies. Place them in a "basket" made from a cut down milk carton. Be imaginative when decorating. Construction paper, colored tissue paper, or wallpaper are but a few things to use to make the basket special. Let the basket decoration reflect the season. Fill with yummy cookies for parents and friends. (See January 7 newsletter for cookie recipes.)

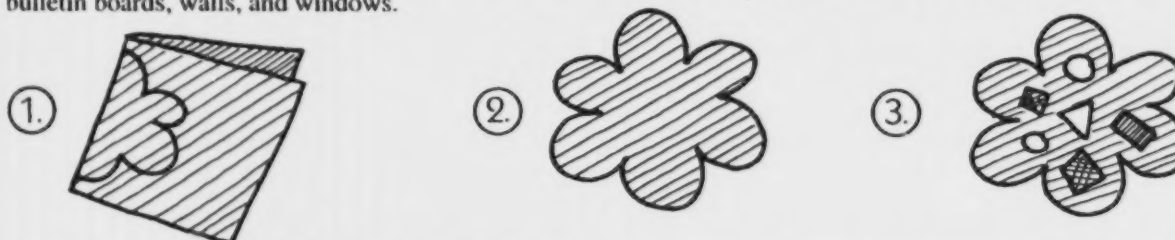


MORE WAYS TO KEEP THE HOLIDAY SPIRIT ALIVE ALL YEAR

YEAR-ROUND DECORATIONS

In Poland, there is a traditional art form called Wycinanki (*vee-chee-NAN-kee*). Polish children cut paper flowers, snowflakes, and ornaments to decorate their homes. When Christmas is over, the decorations are saved and used to decorate other rooms in the house.

To make these decorations, fold a piece of colored construction paper in half. Trace a simple flower design on one half for children to cut out (1). Unfold and lay the flower flat (2). Encourage children to glue paper circles, squares, and triangles on the flower (3). They may want to fringe the edges. These flowers add sparkle to your bulletin boards, walls, and windows.



Another form of paper art is traditionally done at Tanabata (see the next page), a Japanese festival in July. But these paper creations are lovely and festive all year long.

Why not share your decorations with an assisted living facility or nursing home? Most of these facilities have activities' directors available to coordinate events with members of the community. Find out if your children can contribute decorations in the winter or maybe plant some flowers in the spring. Being with the aged in a social setting will help children to understand that aging is merely another stage of life and is not necessarily scary or threatening. Being around children will help foster a youthful attitude among the residents.

WINTER GARDENS

Tulips for Valentine's Day? Sweet William for Mother's Day? Yes, it may be January, but you can think hearts and flower for spring. Plant tulip bulbs in milk cartons and place in a dark corner inside or out. Cover with heavy cardboard to keep the light out. Be sure to remove the cover for a while when it rains if you do this outdoors. Don't forget to water if the cartons are kept inside. Take care of them and they will be blooming by Easter or Passover. A great gift for someone special. Start some Sweet William seeds and Alyssum seeds. Young gardeners can care of these plants during the winter. Transplant the young plants into decorated pots. The flowers make wonderful Mother's Day gifts.

CARING FOR THE ENVIRONMENT

Clean up your neighborhood. Set aside a special day where everyone, armed with trash bags and throwaway plastic gloves, goes out to pick up trash. Define the scope of your project by the number of helpers you have and their ages. Return to the same area several times during the year. You might want to record your efforts with pictures and comments from your children. Send the story to your mayor, selectmen, or the local newspaper. Have a Recycle Day to help children learn about other ways to take care of their environment. Make a giant WANTED FOR RECYCLING poster. On the poster, write all of the things children can think of and draw or glue a sample of each beside the word. Collect items from parents and neighbors and make a field trip to a recycling center.





For People Who Care for Young Children

HOLIDAY FUN ALL YEAR LONG

The holiday season is so intense and so short that for small children, and for adults, too, it can be almost unbearable. Just when you really get into the spirit of things, it is all over! To celebrate the true spirit of the holidays—trusting and giving—prepare for the holidays in manageable steps, so that you are not left with the feeling that a whirlwind came, went, and passed you by. It's a Twelve Step Plan to Holiday Fun that starts in January!



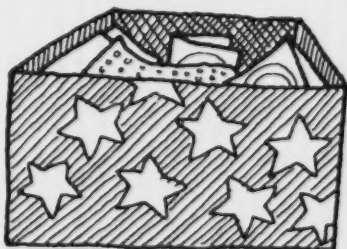
WINTER



JANUARY

◆ Clean and sort out toys and decorations before packing them away. Cut old cards and tags into pieces for collages. Take the time to really enjoy the pictures and messages you may have been too busy to appreciate during the holiday season. Special cards with pictures you love can be mounted on cardboard and cut into pieces for puzzles.

◆ Let children help you create a new box labeled HOLIDAY TREASURE BOX. It should be large, sturdy, and accessible. Recycle wrapping materials and cards and let children decorate the box with them.



◆ Begin saving examples of each child's art, storing them in folders with the child's name, age, and the date that they are completed.

FEBRUARY

◆ This month's color is a happy, warm red, also a holiday color. Celebrate St. Valentine's Day and the spirit of love and giving by making up stories and songs about love. Make love gifts: sachets, cards, poems, and love beads. Make extra love gifts to go into the Holiday Treasure Box.

MARCH

◆ March is the most tiresome winter month; it just seems that balmy summer will never come. This is a great time to try out every cookie recipe that sounds good. (Try to focus on those which have lesser amounts of sugar.) Look up recipes from other countries and ask parents to contribute family favorites.

Print up the most successful ones on cards and stamp with a holiday stamp. Put duplicate copies in the Holiday Treasure Box. Taste and enjoy. Turn to page 3 for some of our favorite recipes.

◆ Organize your cupboards and stock up on new cookie cutters that are interesting. Make tins for holiday cooking by covering coffee cans with paper covered with original designs created by children and store in the Holiday Treasure Box.



SPRING AND SUMMER



APRIL

▲ This is the month to concentrate on printing to decorate cards and paper. Cut away simple designs on rubber erasers for miniature stamps. Etch simple line drawings into foam meat trays with a broken pencil for brayer printing. Spread thinned tempera paint on the tray with a brayer. Let children press paper onto each tray, smooth carefully with their hands, then peel off print. If it comes out smudged, make a few prints until the excess paint is used.) Put some of the folded paper cards in the box. Use simple designs such as trees, wreaths, and stockings.

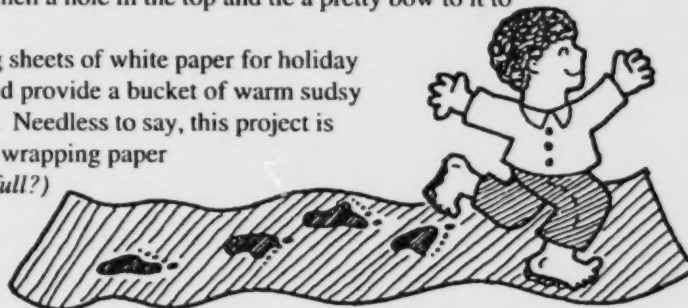
MAY

▲ Take advantage of the tiny new flowers and press baby's breath, violets, and pansies. Use a wooden press with wing-nut tighteners or press flowers carefully between the pages of old catalogs or telephone books. Arrange pressed flowers in a single layer on pages and then store in the Holiday Treasure Box.

JUNE

▲ Take happy summer photographs to make a collage next winter. Making a collage is fun and easier than putting pictures in an album. Make extra prints of the collage for gifts. Cut out around each child's head and mount them on painted jar lids. Punch a hole in the top and tie a pretty bow to it to make a hanging decoration.

▲ Let children make barefoot prints on long sheets of white paper for holiday gift wrap. Use red tempera paint on trays and provide a bucket of warm sudsy water and towel for easy cleanup afterwards. Needless to say, this project is best done outside. Store the rolls of holiday wrapping paper in the Holiday Treasure Box. (*Is it getting full?*) Let each child take one footprint home.



JULY

▲ Make wreaths from vines that are pliable and flexible. You can use grapevines, honeysuckle, or even morning glories. (Just don't pull up poison ivy!) Begin with a small circle, holding it together while wrapping more vines around and around. Begin each new vine by inserting one end a little before the previous vine ends. Keep wrapping until the wreath is as fat and as sturdy as you like. Hang the wreaths around the room until they dry. They will smell good and add to the summery look of the room. When dry, wrap the wreaths carefully in tissue and store in the Holiday Treasure Box.



AUGUST

▲ During the "Dog Days" of summer, think cool by making up holiday stories and snowy poems. Draw pictures using lots of white and silver. Read *The Grump* by Mark Ludy (Green Pastures) and start a lively discussion on truly unselfish giving. Talk about the best gift you every received and the best gift you have given. Add stories of your own. Children love to hear childhood tales from you!



For People Who Care for Young Children

BEAN BAGS AND BALANCE BEAMS

You can upgrade your movement program by making some of your own equipment! First decide which movement skills you want your children to develop and refine. Then plan activities and decide what equipment will be needed to carry them out. The following homemade equipment is less expensive than commercially made equipment and can be made safe and durable for young children with materials that are easily obtainable. It can also be used indoors during the dreary winter months.

Young children can improve their balancing skills through many challenging activities with balance beams, balance boards, and bean bags.

Bean bags can be walked on as

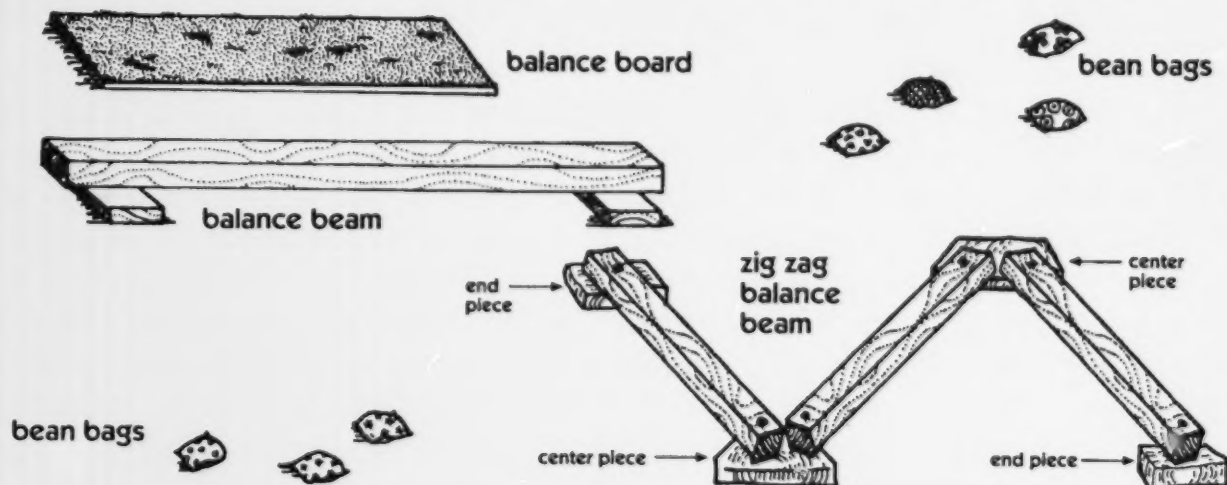
stepping stones in a creek or balanced on a variety of body parts. Ideally each child should have two bean bags for balancing activities. Bean bags (about four inches square) which are thin and flat are the easiest for young children to balance. Fabric scraps or worn-out children's pants and jeans can be cut into a variety of shapes and stuffed with sand or seeds. Young children love tiny bean bags; so make some of these as well.

Children can do a wide variety of challenging activities on **balance beams**. A simple, safe beam can be made with an eight to ten-foot 2 x 4 (well sanded and covered with polyurethane to protect the board) nailed on each end of an eighteen-inch 4 x 4. Young two's and three's may find it easier

trying out their skills first on a 2 x 6 -inch walking surface.

Zig-zag balance beams can be made with additional materials, a drill (one-inch bit), and some one-inch wooden doweling. The 2 x 4's will need one-inch holes drilled at each end; and the end pieces will need a two-inch hole drilled in the center with a two-inch piece of doweling glued in. Center 4 x 4's will need two holes drilled and wooden dowel pieces inserted to connect the 2 x 4 walking beams (2 x 6's can also be used). Large tractor tires work well as circular balance beams.

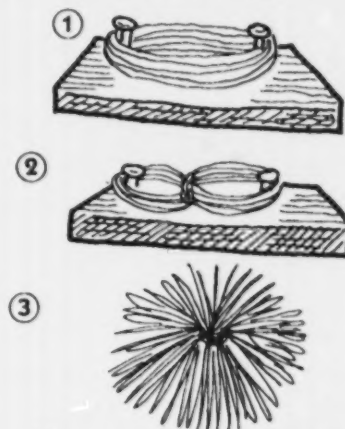
Balance boards are another challenging piece of equipment for the young child. Scrap pieces of three quarter-inch plywood are ideal and can be covered with carpet to prevent slipping.



THROWING & CATCHING

Catching is one of the latest large muscle skills that children seem to develop. To avoid frightening the child, small couch toss pillows and soft stuffed animals are excellent first "balls" for catching. Other excellent beginning balls for catching are beach balls, large sponge balls, nylon hose balls, medium-sized sponge balls, yarn balls, and bean bags.

Balls can be made from a variety of materials. Small yarn balls are easily made by wrapping approximately 50 strands of carpet yarn around two three-inch nails, which are nailed five inches apart into a piece of scrap wood (1). Next, tie a piece of yarn around the center of the wrapped yarn securely before cutting the yarn loops at each end (2). Fluff the ends into a ball and trim (3).



Newspaper balls can be made by crumbling scrap newspaper into balls and then completely wrapping them with masking tape. Nylon hose can be stuffed with cloth scraps, tied tightly next to the cloth, and then doubled back over the ball before tying again. Sponge balls can be made if you have some old foam cushions. Trim the foam into a shape that can be easily thrown and caught using very sharp scissors.

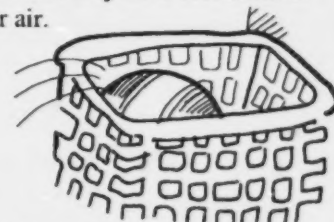
Since most young children have limited experience in throwing and catching and other large muscle manipulative skills, try some additional activities.

Throwing bean bags are excellent substitutes for small balls as they do not roll around and they are very simple to make. Ask parents to save tube socks for you (with or without holes). Put a zip-locking sandwich bag filled with one third cup of sand or seeds in the bottom of the sock. Twist the sock at the top of the zip-locking bag and turn the sock inside out. Twist the sock again, turn the sock right side out, sew the top together, and you have a triple reinforced throwing bean bag. Ideally, you will need five bean bags per child for throwing activities.

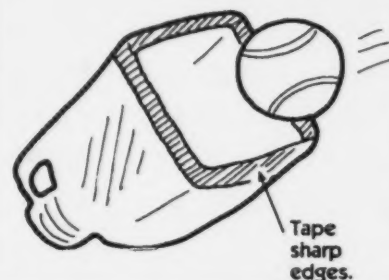


Hoops can be used for bean bag tosses (so can large boxes with holes cut out), throwing activities and a variety of other movement experiences. They can be easily made with half-inch plastic plumbing tubing, a wooden dowel, and some plastic tape. Eight-foot lengths of tubing make standard-sized hoops. Glue an inch and one half piece of half-inch wooden dowel into two ends of tubing, staple if you wish, and then wrap with plastic tape. Discarded garden hoses can also be used, as can used bike tires from a bicycle repair shop.

Children love to play basketball, yet become easily frustrated if the hoop is too high. Cut out the bottom of several old laundry baskets and securely attach them at different heights to poles or walls. Plastic balls bought at discount stores serve very well as basketballs and often the store will reinflate them for you when they have lost some of their air.



Later, when children are more comfortable with catching, milk jug catchers and foot stompers can be introduced. A beginning **catching mitt** can be made by cutting off the bottom of plastic gallon milk jugs with sharp scissors. (Tape edges for additional safety.) When the child holds the handle, he can begin to catch grounders, bounced balls, and gently tossed balls. Used tennis or racquet balls work well and can often be obtained from a high school varsity tennis team or tennis/racquetball clubs.





For People Who Care for Young Children

I'M SPECIAL —————> WE'RE ALL SPECIAL

Today we celebrate the birthday of Dr. Martin Luther King, Jr. It is a time each year that we think about the diversity that makes this country great and how important it is to teach our children about the value of diversity and respect for differences among people. In order to teach children to value others, we must first teach them to value themselves. That is one reason why self-esteem is the number one goal in most early childhood programs. *"A child's self-esteem affects every area of his existence, from the friends he chooses, to how well he does in school, to what kind of job he gets, to the person he chooses to marry,"* says Stephanie Marston, psychologist and author.

What is self-esteem?

Self-esteem is a sense of being both lovable and capable. Children need to know that they are loved and accepted for who they are. At the same time, they gain confidence by learning new things and showing off what they can do.

Self-esteem is also the ability to keep those good feelings about yourself—after a fight with a friend or a bad grade. Without it, your sense of self crumbles under criticism or you give up after making a mistake. Children with low self-esteem don't trust or



believe in themselves in tough situations. Instead, they need others to continually tell them they are smart and lovable.

It takes more than just praise

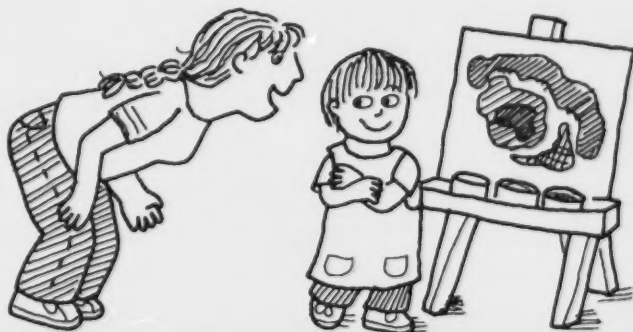
For years, we were told that praising children no matter what they did or how well they did it helped develop self-esteem. But too much praise or the wrong kind of praise can actually lessen a child's sense of self worth. If you tell kids everything they do is wonderful, they won't learn the difference between a so-so effort

and a special one, and they're less likely to try to do their best.

"You might even discourage a child from pursuing a valued activity," says Dr. Lawrence Batler. As an example, he tells a story about parents who made a big fuss about a poem their child had written: *"They talked about it for days, made copies to send to friends and relatives. But the child never wrote another poem, apparently convinced that he could never again meet the impossible standards implied by his parents' gushing enthusiasm."*

YES: I love the way you used so many colors in your painting. Tell me about it.

NOT: That's the most beautiful painting I've ever seen! You're the best artist in the world!



BUILDING SELF-ESTEEM IN TODDLERS AND PRE-SCHOOLERS

18 MONTHS TO 3 YEARS

As a child develops language and explores his world, he will do and say things that are unacceptable. Make the distinction between doing something bad and being a bad child. Don't say: "You're a naughty boy. Why did you hit Harry?" Say instead: "The rule is 'no hitting.' Use words to tell your brother what you want."

Making choices helps kids develop self-esteem because it allows them to feel as if they can have an impact on their world. But keep choices simple: "Do you want cereal or waffles for breakfast?" Don't go overboard, giving kids this age too many options or asking them to make inappropriate choices. Develop self-esteem with this easy activity.

♪ She's glad
to be Katel ♪



'I'm Glad to Be Me' Song

Teach children this song to the tune of "Happy Birthday".

Invite individual children to sing it when you feel they need a lift.

*I'm glad to be me, I'm glad to be me.
I'm growing and learning,
I'm glad to be ME! (child shouts her name)*

Then lead the other children in singing the following verse as a response:

*She's glad to be (child's name),
She's glad to be (child's name).
She's growing and learning,
She's glad to be (child's name).*

♪ I'm glad
to be me! ♪



3 TO 6 YEARS OLD

Parents and caregivers start off being the major influence on children's self-esteem, but in the preschool years, other kids are in the picture, too. Children start comparing themselves to their peers. So when a child says, "Eric can catch a ball so much better than me," point out something else the child is good at. It's important for children to realize that people have different talents—and that you don't have to be perfect to feel good about yourself. Praise each child's effort and persistence: "I know it's hard and you're really trying."

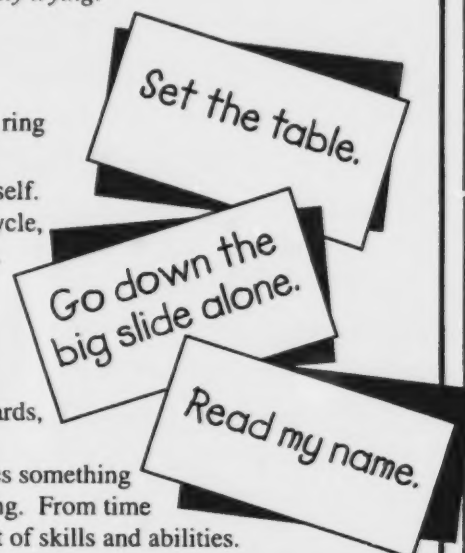
Make "Yes, I Can" Cards

You'll Need:

- index cards ● hole punch ● loose-leaf ring, or a pipe cleaner bent into a ring

What to Do:

1. Talk with each child about all the things she knows how to do all by herself. (For example: put her socks on, go to school, hop on one foot, ride a tricycle, talk) Remind her that she could not do these things when she was a baby.
2. Print each of these accomplishments on separate index cards.
3. Invite the child to use the flip side of each card to draw a picture of each accomplishment.
4. Punch a hole in the upper left-hand corner of each card; place the cards on the ring along with some additional blank cards. At the front of the cards, add a cover card labeled, "Yes, I Can!"
5. Hang the "Yes, I Can!" card sets in a handy place. Whenever a child does something she is particularly proud of, encourage her to make a new card for the ring. From time to time, review the set of cards together to remind her of her growing list of skills and abilities.





For People Who Care for Young Children

TELL ME A TALE!

Last week, we talked about self-esteem as the important first step in helping children appreciate diversity. This week, we highlight another way to help children appreciate the richness of the many different cultures in our world.

One way to get to know a culture is through enjoying the folk tales of its people. America is a blend of many distinct cultures. Around our country, folk tales are told by Native Americans, Hispanics, Haitians, Vietnamese, Italians, and many more cultural groups. Children should hear these wonderful stories as well as the more familiar ones. Tell tales from the cultures of each of the children in your program.

Storytelling has been an important way to share experiences, learning, and tradition from one generation to another for thousands of years. Ideals and values, methods for survival, entertainment on long winter nights were passed on around fires from the old to the young. The world's best teachers used stories or parables to teach great concepts in a manner that could be understood. Then someone figured out storytelling was also entertaining

and great fun. Finally, storytelling became an art form.

Great storytellers, like artists, practice to perfect their talent. But storytelling can be learned by anyone who has something to tell, and who has the yearning to share. Storytellers draw on their own life experiences to color and add depth to what they tell, and to widen their listener's world. By telling and retelling folk tales from times past and places far away, you help children develop an awareness and understanding of the wide world.

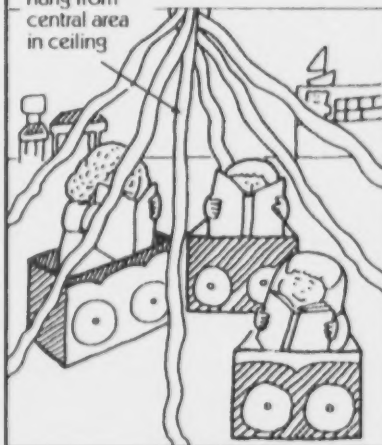
Here are some quick tips to help make storytelling time your favorite time of day.

- ▲ Choose your story well.
- ▲ Involve children in the story from the beginning.
- ▲ Develop voice skills. Change the pitch of your voice to keep children interested.
- ▲ Know your story. You can read stories several times to children before telling them.
- ▲ Fix the action of the story in your mind in scenes.
- ▲ Use props to add excitement and to draw children to your storytelling area.
- ▲ Create a special storytelling area. Make it an important and inviting part of your learning

space. Corners are cozy, but a round rug and some pillows can create a special spot, even in the middle of a large space. If you have enough room, you can decorate the reading corner as a separate place in soft colors with less toys to distract children. Be sure there is enough room so that children can easily see you and any books or props that you hold up. A semi-circle works best and for one-on-one storytelling, nothing works better than a friendly lap.

Create a Circus Tent Book Corner

Paper streamers
hung from
central area
in ceiling



FOLK TALE STORY HATS

Hats are an excellent "attention getters" when presenting folk tales. They not only attract the attention of your young audience, but can also be a way to help children learn more about a culture.

Try placing the hat on your head as you walk to the story area and you will suddenly feel like a modern day Pied Piper! If you are reading instead of telling the tale, add a touch of mystery by placing the folk tale book you plan to read in a brown paper bag; hold it high with one hand as you wind your way through the room to the story area.

FOLK TALES AND HEADGEAR

The basic headband is made from cardboard. Make a two-inch

wide headband long enough to fit around your head and overlap slightly. Staple the two ends together. Picture sources are magazines, coloring books, or trace a picture from the book you are going to read. Paste the picture on your headband. Here are some good tales to use.

◆ *Arrow to the Sun* by Gerald McDermott (Viking) is a Pueblo Indian tale. Cut a large sun from yellow paper, draw an arrow through the sun, and paste it to the front of the headband.

◆ *A Story, a Story* by Gail Haley (Macmillan) is an African tale. Cut out pictures of a spider, leopard, hornet, and fairy and paste them to the headband.

◆ *Anansi and the Moss-Covered Rock* by Eric Kimmel

(Holiday House) is an Ashanti tale. Make a spider using black chenille pipe cleaners. Paste it to the headband.

◆ *Crow Boy* by Taro Yashima (Viking/Penguin) is a Japanese tale. Cut a large crow from black construction paper and paste it to the headband.

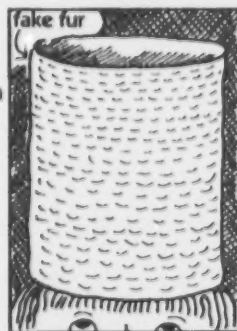
◆ *The Dancing Kettle* by Yoskiko Uchida (Creative Arts Book) is another Japanese tale. Make a headband and tape a small paper umbrella to the front.

As a follow-up activity, children can make their own hats. They can wear them as they retell the story or perform the action while the story is being reread. Place a story related hat in the Book Corner along with the book.

3 FOLK TALE STORY HATS

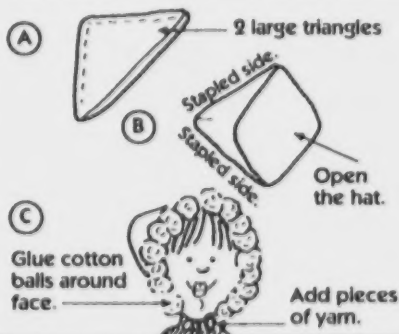
"FUR" HAT

Salt by Harve Zernach (Follett) and *Babouska and the Three Kings* by Ruth Robbins (Houghton Mifflin) are Russian tales. To make a fur hat, cut a pattern from newsprint by folding the paper into a rectangle. Round the 2 folded corners and staple along the 2 sides. Adjust pattern so it fits your head. Use the pattern to cut a hat from fake fur. Sew up the sides. Children can use brown construction paper for their hats and then glue on pieces of fake fur.



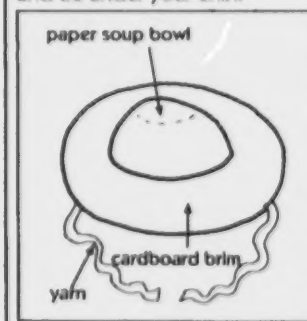
PARKA HAT

On Mother's Lap by Ann Herbert Scott (Clarion) is an Eskimo tale. Make a parka by cutting 2 pieces of heavy white paper into large triangles. Place one on top of the other and staple along the 2 sides. Open the hat so the stapled sides become the front and back. Round the front section and glue cotton balls around the face area. Staple 2 pieces of yarn to the opposite sides of the parka long enough to tie under your chin.



SOMBRERO

Under the Lemon Tree by Edith Hope Fine (Lee & Low) is a Mexican-American tale. Make a sombrero using a paper soup bowl for the crown and a large brim cut from cardboard. Glue the brim to the crown. Staple 2 pieces of yarn to opposite sides of the inside of the brim and tie under your chin.



TELL STORIES...AND COOK!

STONE SOUP

CACFP Credit=1 vegetable

Read or tell the classic tale of *Stone Soup* told by Marcia Brown (Atheneum)

MAKE STONE SOUP (SERVES 6)

You'll Need: 1/2 cup peas ♦ 1/2 cup carrots ♦ parsley ♦ 1 onion ♦ 2 potatoes ♦ 2 or 3 celery stalks ♦ 3 cans of chicken or vegetable broth ♦ 3 washed and cleaned "soup stones" ♦ soup pot ♦ spoon ♦ sharp knife (ADULT USE ONLY) ♦ measuring cup

What to Do:

1. Send home a note inviting each parent to send in an ingredient for a special soup. You might suggest the ingredient you want them to send such as an onion, carrot, potato, etc.
2. Invite children to look for three special stones. Place the cleaned and washed "soup stones" in a large pot.
3. Help children to fill the pot 2/3 full with broth.
4. Place on a stove and bring to a boil.
6. Help them add their vegetables to the pot. If necessary, help children chop, dice, or slice the vegetable they have brought.
7. Simmer for 30 minutes.
8. Add salt and pepper to taste.



THE LITTLE RED HEN

Tell the classic tale of the "Little Red Hen" and then bake some bread with children.

BAKE BREAD

You'll Need: 2 1/2 cups white flour ♦ 3 teaspoons oil ♦ 4 cups whole wheat flour ♦ 3 cups warm water ♦ 3 teaspoons yeast ♦ 1 cup powdered milk ♦ 1/3 cup honey or molasses ♦ 1 Tablespoon salt ♦ bowl ♦ spoon ♦ 2 baking pans 5" X 9" ♦ measuring cups and spoons ♦ cutting board ♦ pastry brush

What to Do:

1. Preheat the oven to 375 ° F.
2. Let children mix water, yeast, honey or molasses, and oil in a bowl.
3. Add half the total amount of flour and help children stir well.
4. Add the remaining ingredients and stir well.
5. Let the dough rise in a warm place for 15 minutes.
6. Sprinkle some flour on your cutting board.
7. After it rises, knead the dough on the cutting board for 10 minutes.
8. Divide the dough in half.
9. Using the pastry brush, let children grease two baking pans with oil.
10. Place the dough into the bread pans.
11. Let the dough rise 15 minutes in a warm place.
12. Bake the bread for 20 to 30 minutes.



CACFP Credit=
1 bread/alternate

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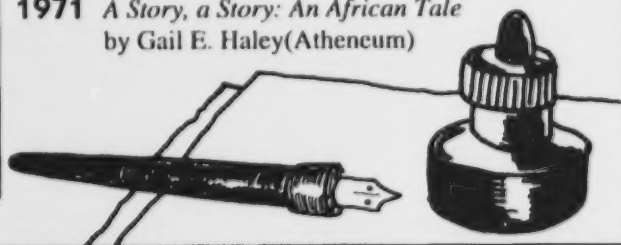
BOOK CORNER: IN THE

CLASSIC STORIES TO TELL: 30 Years of Caldecott Winners

The Caldecott Award is given annually to a picture book and its illustrator. These books often contain wonderful tales to tell and the illustrations are great to share.

- 2001** *So You Want to Be President*
illustrated by David Small (Philomel Books)
- 2000** *Joseph Had a Little Overcoat*
illustrated by Simms Taback (Viking)
- 1999** *Snowflake Bentley*
illustrated by Mary Azarian
(Houghton Mifflin)
- 1998** *Rapunzel*
by Paul O. Zelinsky (Dutton Books)
- 1997** *Golem* by David Wisniewski (Clarion Books)
- 1996** *Officer Buckle and Gloria*
by Peggy Rathmann (Putnam)
- 1995** *Smoky Night* by David Diaz
(text by Eve Bunting) (Harcourt Brace)
- 1994** *Grandfather's Journey*
by Allen Say (Houghton Mifflin)
- 1993** *Mirette on the High Wire*
by Emily McCully (Putnam)
- 1992** *Tuesday* by David Wiesner (Clarion Books)
- 1991** *Black & White*
by David Macaulay (Houghton Mifflin)
- 1990** *Lon Po Po* by Ed Young (translator)
(Philomel)
- 1989** *Song & Dance Man* by Stephen Gammell
(text by Karen Ackerman) (Knopf)
- 1988** *Owl Moon* by Jane Yolen (Philomel)
- 1987** *Hey, Al* by Richard Egielski
(text by Arthur Yorinks)
(Farrar Straus & Giroux)
- 1986** *Polar Express* by Chris Van Allsburg
(Houghton Mifflin)
- 1985** *Saint George and the Dragon*
by Margaret Hodges and Trina S. Hyman
(Little Brown)

- 1984** *The Glorious Flight* by Alice Provensen
and Martin Provensen (Pearson)
- 1983** *Shadow* by Blaise Cendrars and
Marcia Brown (Aladdin)
- 1982** *Jumanji*
by Chris Van Allsburg (Houghton Mifflin)
- 1981** *Fables* by Arnold Lobel (Harpercollins)
- 1980** *Ox Cart Man* by Barbara Cooney
(text by Donald Hall) (Viking)
- 1979** *The Girl Who Loved Wild Horses*
by Paul Goble (Atheneum)
- 1978** *Noah's Ark* by Peter Spier (Doubleday)
- 1977** *Ashanti to Zulu: African Traditions*
by Leo Dillon, Diane Dillon (illustrator),
and Margaret W. Musgrove (Dial Books
For Young Readers)
- 1976** *Why Mosquitoes Buzz in People's Ears:
A West African Tale* by Verna Aardema,
Leo Dillon, and Diane Dillon (illustrator)
(Dial Books for Young Readers)
- 1975** *Arrow to the Sun: A Pueblo Indian Tale*
by Gerald McDermott (Viking)
- 1974** *Duffy and the Devil* by Harve Zemach
(Farrar Straus & Giroux)
- 1973** *The Funny Little Woman* by Arlene Mosel
and Blair Lent (illustrator) (Dutton)
- 1972** *One Fine Day* by Nonny Hogrogian
(Simon & Schuster)
- 1971** *A Story, a Story: An African Tale*
by Gail E. Haley (Atheneum)



Ideas: Jeannine Perez

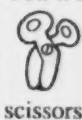
Art: Debby Dixler, Nina Woldin

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I'M SPECIAL BOOK

Make a special book with each child that she will treasure always. Let children read the books to you.

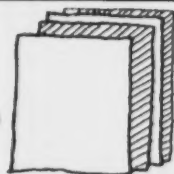
You'll Need:



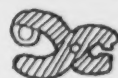
scissors



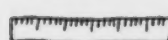
yarn



several pieces
of colored
9" x 12"
construction
paper



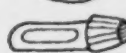
hole
punch



ruler



tempera or poster paint



felt tip
marker

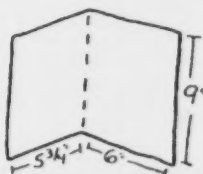


Optional: photograph of the child

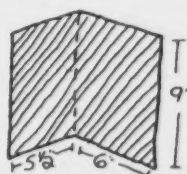
What to Do:



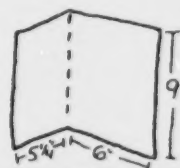
1. Fold a 9" x 12" piece of construction paper in half. Cut 1/4" off the left side.



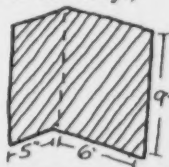
2. Fold another piece of construction paper in half. Cut 1/2" off the left side.



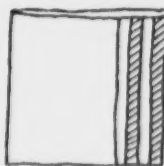
3. Fold another piece of construction paper in half, cutting 3/4" off the left side.



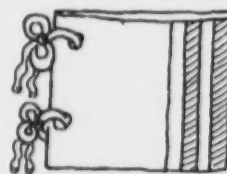
4. Fold a fourth piece of construction paper. Cut 1" off the left side. (If you wish, cut several more pages in this way.)



5. Assemble the book so it has colorful index-like pages.



6. Punch holes and bind with yarn.

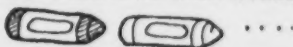


7. On the first few pages, invite the child to make a handprint, a footprint, and "write" her name.



8. Then ask the child to make a drawing and/or write about topics such as these (one per page):

"My favorite dinner"
"An animal I like"
"A friend"
"Things that make me happy"
"A make-believe place"
"What I like to do when it rains"



From Crayons, Crafts, and Concepts by Kathy Faggella (First Teacher Press)

BOOK CORNER: IN THE

- 📖 *Amazing Grace* by Mary Hoffman (Scott Foresman)
- 📖 *The Little Engine That Could* by Watty Piper (Grosset and Dunlap)
- 📖 *It's Okay to Be Different* by Todd Parr (Little Brown)
- 📖 *Ignis* by Gina Wilson (Candlewick)

INFANT CARE: The First Steps to Self-Esteem

Throughout the early months of life, babies are developing a sense of self. Babies take in positive messages as you respond to them, hold them, and talk to them. As the child becomes a toddler, keep reminding yourself that self-esteem is both a feeling of self-worth and a sense of being capable of handling life's challenges. Pediatrician Dr. Marianne Neifert warns: *"You need to make clear to the child that she is loved and cherished while being careful not to overprotect her or to constantly step in and make things easier or do everything for her."*

AFTER-SCHOOLER IDEAS: More About Self-Esteem

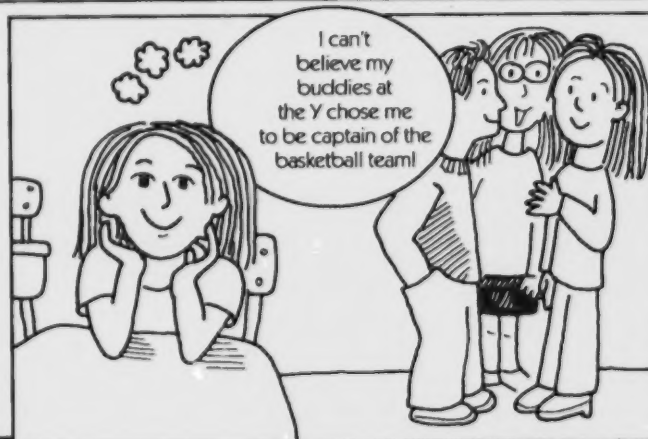
6 TO 9 YEAR OLDS

At this age, much of self-esteem is tied to school work. Praise a child's work efforts by offering constructive criticism. It's important for children to recognize the difference between a job that is half done and one that is well done. But instead of saying, *"No wonder you didn't do a good job, you just rushed through your work,"* you could say, *"I think you're unhappy with this assignment because you rushed to do it so you could go and play with Josie."* Show interest in and praise children for nonacademic subjects such as music, art, or sports to show that they are an important source of self-esteem as well.



9 TO 12 YEAR OLDS

What their peers think of them is a major concern of preteens. Friendships can be complicated and hard at this age and you may need to help them deal with some of these issues. For a child who is having trouble making or keeping friends, it can be helpful to meet some other kids outside of school—at the Y or in a Scout troop. While we all have self-doubts at times, preteens (as well as teens) often have mood swings that can make you think that everything you have done to build their self-esteem was in vain. But rest assured, it will get sorted out.

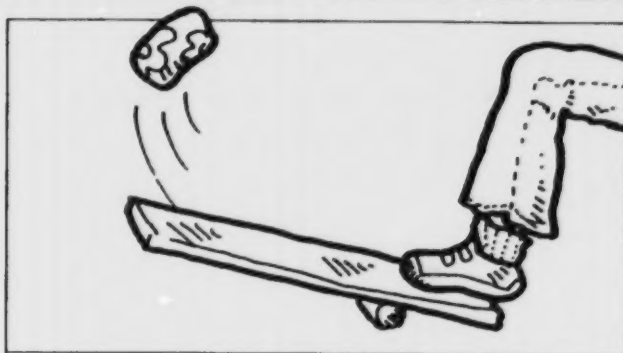


Ideas: Susan Ginsberg, Kathy Faggella

Art: Debby Dixler, Catherine Minor

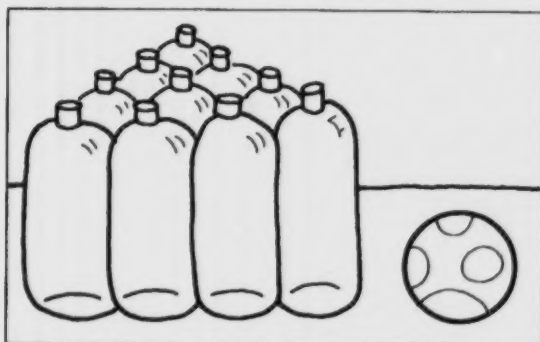
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MORE GAMES & ACTIVITIES



FOOT STOMPERS

Foot stompers provide an excellent way to develop eye-hand coordination. A bean bag is placed on one end of the foot stomper. When the child steps on the other end of the foot stomper, the bean bag is tossed up in the air and the child can try to catch it. The stomper can be made out of scrap two-foot long 1 x 4's and a one and one-quarter-inch dowel three and one half inches long nailed six inches from the foot end of the 1 x 4.



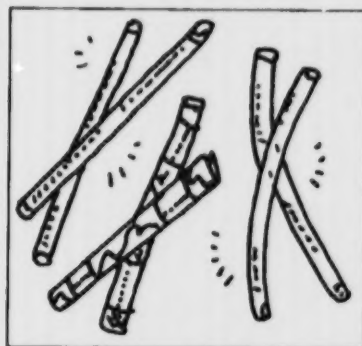
BOWLING

Most children love to bowl, yet public lanes with their long alleys and gutters are frustrating to children (and adults). Two-liter plastic pop bottles work very well as **bowling pins** and the plastic balls from discount stores work well as **bowling balls**. Mats or balance beams can be used to separate the lanes. Placing small pieces of masking or plastic tape on the floor where the pins are set up can help the pin setter a lot.



FOOTPRINTS, HANDPRINTS, AND STEPPING STONES

Wish you had some **plastic footprints** and **handprints** for motor activities? Watch for a sale on rubber car floor mats and buy several in different colors. They stick to the floor well and can be cut into footprints, handprints, shapes, and stepping stones with numbers and/or letters written on them.



RHYTHM STICKS

Rhythm sticks are another type of equipment that is easily made. You can make them out of one-foot long broom sticks or wooden dowels (one inch in diameter). You may want to brightly paint them and place rubber tips on the ends to soften the noise level when dropped. Old magazines rolled tightly and taped make very quiet rhythm sticks. Plastic plumbing pipe (one inch in diameter) with ends taped can also be used as rhythm sticks. You may want to have several different types available and have children explore the differences.

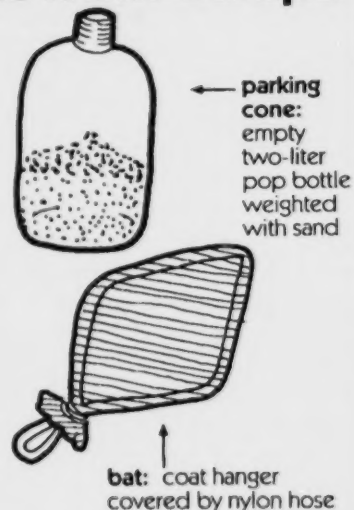
BOOK CORNER:

IN THE

- 📖 *Imagine That: A Child's Guide to Yoga* by Ken Cohen (Integral Yoga)
- 📖 *From Head to Toe* by Eric Carle (Harpercollins)
- 📖 *Bearobics: A Hip Hop Counting Book* by Victoria Parker (Viking)
- 📖 *Ball* by Ros Asquith (DK Publishing)

HELPFUL HINTS: Equipment from Scraps

Weighted two-liter pop bottles or gallon milk jugs as **parking cones**, bread bags as **jump ropes**, plastic lids and paper plates as **throwing discs**, coat hangers covered by nylon hose as **bats**—the options are seemingly endless. Use the scrap materials around you to create these and many other pieces of movement equipment so that your children can develop and practice their motor skills.

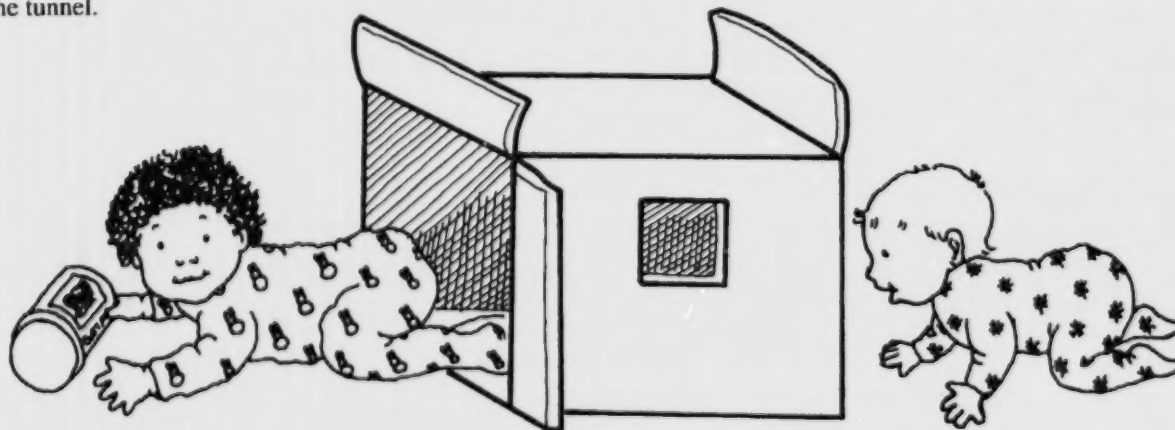


INFANT CARE: Crawling Practice

Babies between six and nine months are learning to crawl. Help them by setting up large soft objects for babies to crawl over, under, and around. For example, pile two or three large pillows on the floor for them to crawl *over*. Put the baby beside a small table that he can crawl *under*. Encourage him to follow you *around* a chair.

Once a baby has mastered crawling forwards, get down on the floor and crawl backwards. Encourage the baby to copy your movements.

For older babies, from nine months to one year, create tunnels made from boxes. Cut off opposite sides of a large cardboard box. Turn the box upside down and invite the baby to crawl through it. Put a toy at one end and encourage the baby to get the toy. Another time, give the baby a push toy and show him how to push it through the tunnel.



Ideas: Catherine Poest

Art: Catherine Minor, Debby Dixler, Nina Woldin

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FAVORITE COOKIE RECIPES

OATMEAL COOKIES

You'll Need: 1 cup quick oats • 1 cup flour
• 1/2 cup pitted dates • 1 egg • 1/2 cup butter
or margarine • 1/2 cup granulated sugar
• 1/2 cup brown sugar • 1/2 tsp. baking soda
• 1/2 tsp. salt (optional) • 1 tsp. vanilla
• 1/4 cup finely chopped nuts (optional)

What to Do:

1. Let children chop the dates with a plastic knife. Set them aside.
2. Invite them to cream the butter and sugars together.
3. Let them beat in the egg until it is fluffy.
4. Have them add the vanilla and the dates. Add flour, salt, baking soda, and oats. Stir until it is smooth. Add nuts, if you wish.
5. Let children roll the dough out on a board until it is 1/4-inch thick.
6. Help them cut the dough with round cookie cutters or with rim of an upside down glass.
7. Bake 9 to 10 minutes on greased cookie sheet at 400° F.

CACFP Credit=
1 bread/alternate
(record as a
cookie)

GINGERBREAD COOKIES

You'll Need: 1/3 cup shortening • 1 cup brown sugar
• 2/3 cup water • 2 1/2 cups molasses • 1/2 tsp. nutmeg
• 1/2 tsp. cinnamon • 1/2 tsp. ginger • 1 tsp. salt
• raisins • 2 tsp. baking soda • 6 cups (or more) flour
• nuts

What to Do:

1. Preheat the oven to 350° F.
2. Let children mix the sugar, shortening, and molasses in one bowl.
3. Mix all the dry ingredients together in another bowl.
4. Add the dry ingredients to the wet ingredients.
5. Let children mix with a spoon or their hands until it becomes a dough.
6. Sprinkle some flour on the rolling pin and cutting board then roll out the dough.
7. Let children cut or mold gingerbread people.
8. Let them decorate the gingerbread people with raisins and nuts.
9. Grease the cookie sheet with oil or butter. Place the gingerbread on the sheet.
10. Bake cookies for 15 minutes.

CACFP
Credit=
1 bread/
alternate
(record as
a cookie)

THUMBPRINT COOKIES

You'll Need: 1 egg yolk • 1/2 cup confectioner's sugar • 2 cups flour • 1/2 lb. of margarine
• cookie sheet • your child's favorite jelly

What to Do:

1. Preheat the oven to 350° F.
2. Invite children to mix all the ingredients except the jelly and to form a big ball. (Hands are great for mixing.)
3. Let them break off small, meatball-sized pieces.
4. Encourage them to flatten each ball with the palm of their hands. Then they can use a plastic fork to print a design in each cookie.
5. Ask very young children to show you their thumb by sticking it up in the air. Then ask them to push their thumb on the center of each cookie.
6. Help children fill each center with jelly. (Use a plastic spoon.)
7. Bake for 15-20 minutes. Cool before eating.

CACFP Credit= 1 bread/
alternate (record as a cookie)

SUGARLESS RAISIN COOKIES

You'll Need: 1/2 cup butter • 2 teaspoons vanilla
• 1 large egg • 1 cup enriched flour • 1 teaspoon
baking powder • 1/4 teaspoon salt • 3/4 cup raisins
or dates • 1 cup shredded, unsweetened coconut

What to Do:

1. Preheat oven to 350° F.
2. Beat butter with eggs and vanilla with an electric mixer until smooth.
3. Let children combine flour, baking powder, and salt in a large bowl.
4. Gradually, add flour mixture to butter mixture. Let children mix until blended.
5. Fold in raisins and coconut.
6. Form dough into 1-1/2 inch rolls and wrap in plastic wrap or foil. Chill in freezer until firm, at least 2 hours.
7. Cut into 24 slices.
8. Place on lightly greased cookie sheet and bake 12 minutes or until golden brown.

CACFP
Credit=
1 bread/
alternate
(record as
a cookie)

BEST COPY AVAILABLE

BOOK CORNER:

IN THE

- 📖 *Around the Year* by Tasha Tudor (Simon & Schuster)
- 📖 *Dog Days: Rhymes Around the Year* by Jack Prelutsky (Knopf)
- 📖 *Month by Month a Year Goes Round* by Carol Diggory Shields (Dutton)
- 📖 *The Turning Year* by Bill Martin (Harcourt Brace)
- 📖 *January Rides the Wind: A Book of Months* by Charlotte Otten (Lothrop, Lee, & Shepard)



FALL



SEPTEMBER

- ◆ Use the beauty of falling leaves, as many colors as you can find, as inspiration for more wrapping paper and cards. Iron some of the prettiest ones between two layers of waxed paper with sprinkles of shaved crayon. When cool, put some in the windows or make mobiles from them. Cut out others to mount on cards.
- ◆ Let children roll tempera paint onto the leaves and print on cards. Arrange leaves under large sheets of white paper and rub gently with the side of a crayon for gift wrap. Overlap some of the leaves so the

arrangement looks natural—like leaves falling from a tree.

OCTOBER

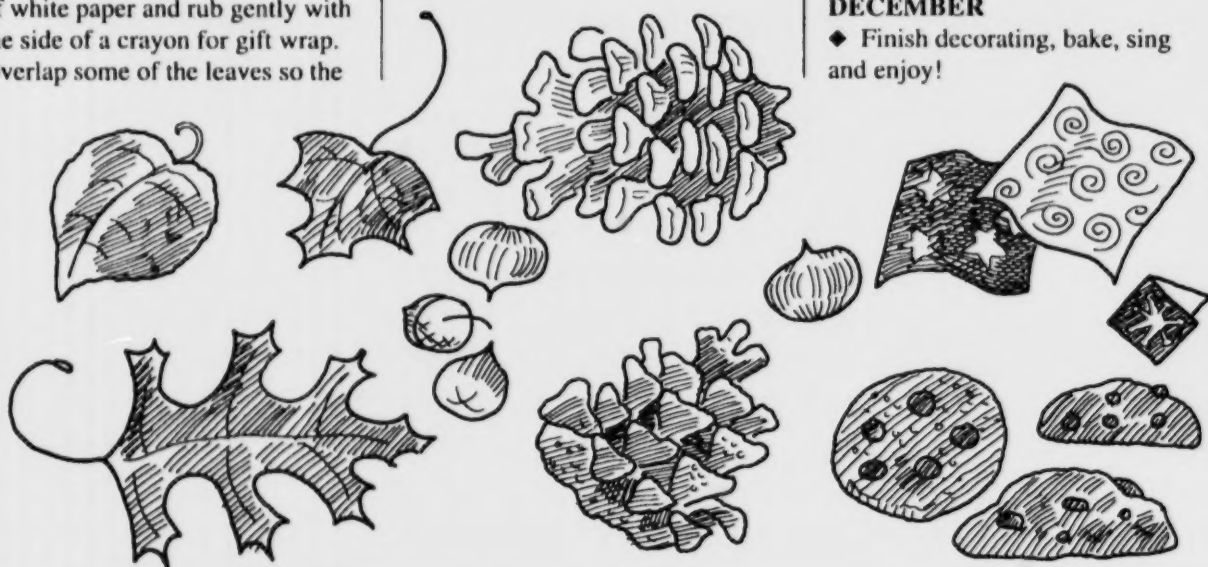
- ◆ Pick up nuts, seeds, seed pods, and lots of pine cones to decorate wreaths. Cut the wreath shapes from sturdy cardboard. You can glue several together for more strength and let children cover them with glue and nature's gifts. (If you have a parent willing to cut the circles out of plywood, all the better.)

NOVEMBER

- ◆ Make lists of everyone with whom you would like to share holiday joy. It might be through the Salvation Army, the Red Cross, a local nursing home, hospital, or families to "adopt." Contact the agencies and involve children in the decision about who to help and what to do.
- ◆ Open the Holiday Treasure Box and celebrate! Put on a favorite holiday record and decorate!

DECEMBER

- ◆ Finish decorating, bake, sing and enjoy!



Ideas: Jeannine Perez, Kathy Faggella

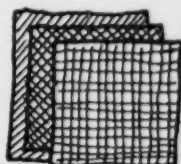
Art: Debby Dixler, Catherine Minor

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TANABATA

The Japanese have a lovely custom of putting poems on small pieces of decorative paper. Then they are placed on branches that decorate the doorway during the festival, *Tanabata*, which is the festival of stars. Lanterns and paper chains are hung also. Simple paper folding can be done by young children and simple poems and lovely thoughts can be dictated or written with invented spelling.

You'll Need:



colored paper



scissors



pipe cleaners

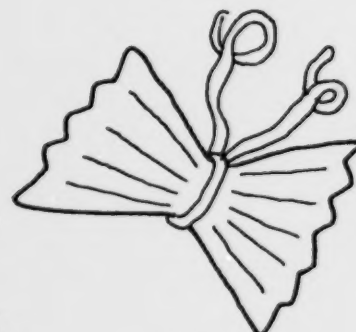


stapler

A BUTTERFLY

What to Do:

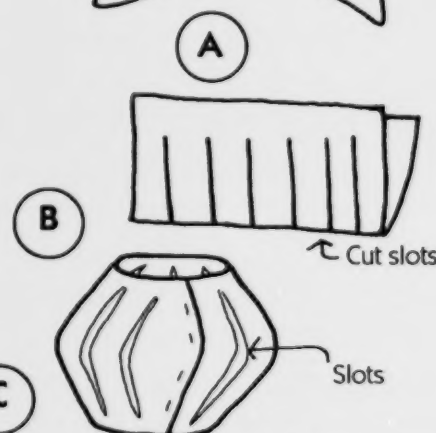
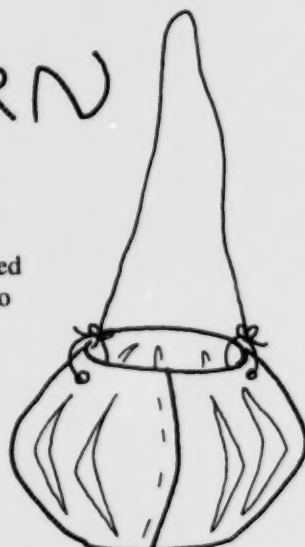
1. Accordion-fold a small piece of paper. It does not have to be exact.
2. Hold the paper in the middle and twist the pipe cleaner around the center.
3. Fan out the two sides. Place on a twig.



A LANTERN

What to Do:

1. Fold a colorful piece of paper in half lengthwise.
2. With scissors, cut slats along the folded side about 1/2 inch apart and almost to the other edges. (A)
3. Unfold and turn the paper inside out.
4. Place sides together overlapping slightly and staple. (B)
5. Punch holes and string to hang. (C)



BEST COPY AVAILABLE

BOOK CORNER:

IN THE

- 📖 *Jared and the Ordinary, Handy-Dandy, Excellent, Extraordinary, Plain Brown String: A Story About the Joy of Sharing* by Dana Webb (Chariot Victor)
- 📖 *The Last Chocolate Chip Cookie* by Jamie Rix (Candlewick)
- 📖 *One of Each* by Mary Ann Hoberman (Little brown)
- 📖 *The Special Gifts* by Peter Grosz (North South Books)
- 📖 *Little Mouse and the Big Red Apple* by A. H. Benjamin (Tiger Tales)
- 📖 *Grandpa's Soup* by Eiko Kadono (Wm. B. Eerdmans's Pub.)

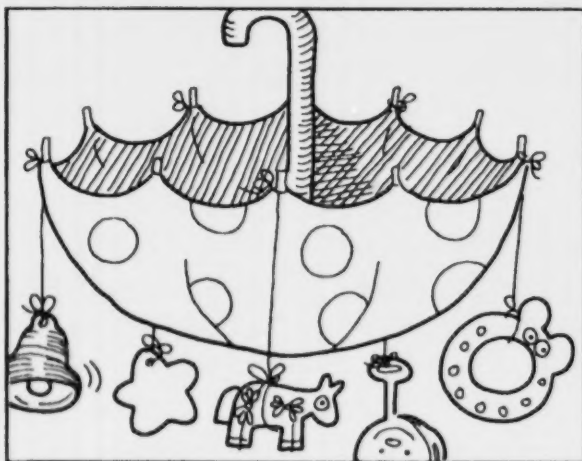
INFANT CARE: Toys That Can Change

UMBRELLA MOBILE (From birth)

Buy a colorful child's umbrella. Turn it upside down and use the handle as a hook to hang it over the crib or changing table out of the baby's reach. Tie colorful yarn around small toys, stuffed animals, rattles, and bells. Tie the other end to the spokes of the umbrella.

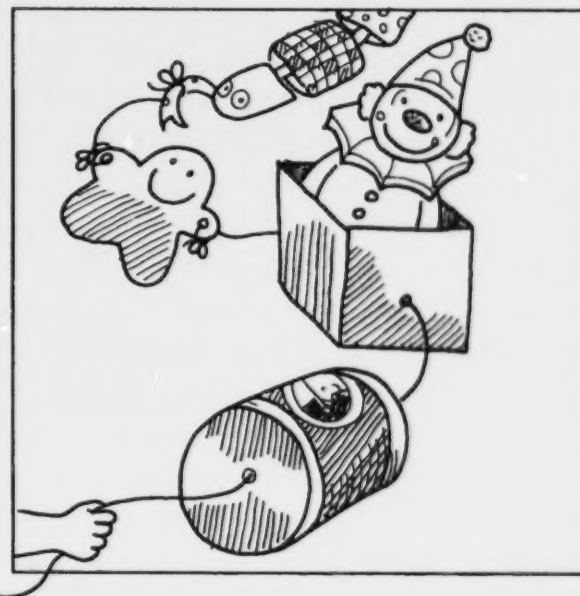
Stand next to the mobile and talk to the baby. She will follow your voice. Once you have her attention, gently poke the umbrella mobile so that she will notice the colors, shapes and sounds.

From time to time, change the items hanging from the mobile.



CHANGEABLE PULL TOY (From nine months)

All babies have favorite toys and containers. Use them to make simple pull toys. First choose one toy or stuffed animal and a container such as an oatmeal box. Tie one end of a piece of colorful yarn to each item and then tie a piece to the other end of one item for the baby to hold. Show the baby how to pull the tie and then invite her to try it. Encourage the baby to find more toys to add to the pull toy.



Ideas: Barbara Fischer, Kathy Faggella, Jackie Silverberg

Art: Debby Dixler

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WINTER COMFORTS

SUGARLESS RAISIN COOKIES

You'll Need: 1/2 cup butter ♦ 1 large egg ♦ 2 tsp. vanilla ♦ 1 cup enriched flour
♦ 1 tsp. baking powder ♦ 1/4 tsp. salt ♦ 3/4 cup raisins or dates ♦ 1 cup shredded, unsweetened coconut

What to Do:

1. Preheat oven to 350° F.
2. Beat butter with eggs and vanilla with an electric mixer until smooth.
3. Help your child combine flour, baking powder, and salt in a large bowl.
4. Gradually, add flour mixture to butter mixture. Let your child mix until blended.
5. Fold in raisins and coconut.
6. Form dough into 1 1/2-inch rolls and wrap in plastic wrap or foil. Chill in freezer until firm, at least 2 hours.
7. Cut into 24 slices.
8. Place on lightly greased cookie sheet and bake 12 minutes or until golden brown.



MAKE STONE SOUP (SERVES 6)

Ahead of Time: Read or tell the classic tale of *Stone Soup*. Try the version by Marcia Brown (Atheneum)

You'll Need: 1/2 cup peas ♦ 1/2 cup diced carrots ♦ parsley ♦ 1 onion, chopped ♦ 2 potatoes, diced ♦ 2 or 3 celery stalks, diced ♦ 3 cans of chicken or vegetable broth ♦ 3 washed and cleaned "soup stones" ♦ soup pot ♦ spoon
♦ sharp knife (ADULT USE ONLY) ♦ measuring cup

What to Do:

1. Invite your child to look for three special stones. Place the cleaned and washed "soup stones" in a large pot.
2. Help your child fill the pot 2/3 full with broth.
3. Place on a stove and bring to a boil.
4. Help her add vegetables to the pot. If necessary, help her chop or slice each vegetable.
5. Simmer for 30 minutes.
6. Add salt and pepper to taste.

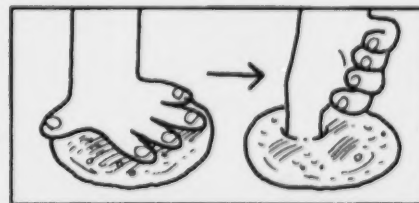


THUMBPRINT COOKIES

You'll Need: 1 egg yolk ♦ 1/2 cup confectioner's sugar ♦ 2 cups flour ♦ 1/2 lb. margarine ♦ cookie sheet
♦ your child's favorite jelly ♦ mixing bowl ♦ plastic fork ♦ measuring cup ♦ plastic spoon

What to Do:

1. Preheat the oven to 350° F.
2. Invite your child to mix all the ingredients except the jelly and to form a big ball. (Hands are great for mixing.)
3. Help him break off small, meatball-sized pieces.
4. Encourage your child to flatten each ball with the palm of his hand.
Then he can use a plastic fork to print a design in each cookie.
5. If your child is very young, ask him to show you his thumb by sticking it up in the air. Then ask him to push his thumb on the center of each cookie.
6. Help your child fill each center with jelly. (Use a plastic spoon.)
7. Bake for 15-20 minutes. Cool before eating.



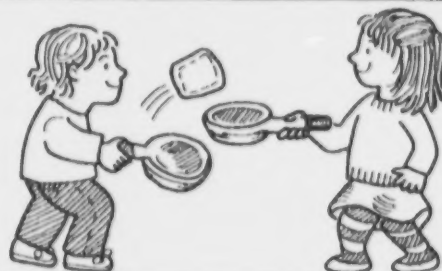
PLANS FOR JANUARY

Activity	Week of December 31	Week of January 7	Week of January 14	Week of January 21	Week of January 28
Circle Time					
Free Choice					
Learning Centers					
Creative Art Activity					
After-Schoolers					
Prep Work					



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February 2002

For People Who Care for Young Children

READ AND COOK

When you are stuck inside, February is a great month to enjoy some indoor fun together—cooking and reading! Children love books and stories, just as they love cooking – and eating! Children's literature is an excellent springboard to cooking experiences and learning about good nutrition.

Cooking Up Learning is a new nutrition based series of booklets from *Everyday TLC*.

Cooking Up Stories is the first booklet in the series. It uses children's love of books and cooking to teach and discuss good nutrition and eating habits. Each selection is self contained and includes the following:

- a description of the book
- discussion questions related to cooking and good nutrition
- a related nutritious recipe that you and your children can prepare together, with CACFP credit information
- follow-up activities to the story
- additional suggested book titles on the same theme



Here are just a few of the book selections and recipes:

- *Blueberries for Sal/Blueberry Muffins*
- *The Giant Jam Sandwich/Rainbow Sandwiches*
- *The Little Red Hen/ Basic Bread*
- *Oliver's Vegetables/Veggie Pizza*
- *The Milk Makers/Ricotta Squares*

The booklet also contains a Nutrition Education Test, which will assist you in learning how to apply similar techniques to incorporate stories, nutrition and cooking into your everyday routine. This test may count for nutrition education training and/or state licensing credit. Please check with your local program sponsor or state.

Call 1-800-677-6644 today to order your copy of *Cooking Up Stories* or mail your check to *Everyday TLC*, Box 180, Wilmington, NC 28402.

THIS
MONTH
IN
EVERDAY
TLC:

- ▲ Surprises
- ▲ Valentine's Day Fun
- ▲ Party Planning Skills
- ▲ First Music Lessons
- ▲ Professional Article and Test: Growth and Development





PARENTS & KIDS TOGETHER

See Parents & Kids Together
in Spanish at www.everydaytlc.com

BOOKS TO READ

SURPRISES

- 📖 *Hedgie's Surprise* by Jan Brett (Putnam)
- 📖 *Clarence and the Great Surprise* by Jean Ekman Adams (Rising Moon)
- 📖 *Surprise Party* by William Wegman (Hyperion)
- 📖 *The Wednesday Surprise* by Eve Bunting (Scott Foresman)
- 📖 *What Are You?: A Surprise Pop-Up Book* by Keith Faulkner (Golden)

VALENTINE'S DAY

- 📖 *Somebody Loves You, Mr. Hatch* by Eileen Spinelli (Aladdin)
- 📖 *The Valentine Bears* by Eve Bunting (Clarion)
- 📖 *Arthur's Valentine* by Marc Tolon Brown (Little Brown)
- 📖 *I Love You* by Remy Charlip (Cartwheel)
- 📖 *Roses Are Pink; Your Feet Really Stink* by Diane DeGroat (Mulberry)

MUSIC

- 📖 *Old MacDonald* by Amy Schwartz (Scholastic)
- 📖 *This Old Man* by Pam Adams (Child's Play)
- 📖 *Hush Little Baby* by Sylvia Long (Chronicle)

THE IMPORTANCE OF PARTY PLANNING

This month we celebrate the birthdays of two famous presidents.

Remember the enjoyable times you had with your friends as a child planning and then having parties for friends, family, or favorite dolls or stuffed animals? Do you realize that many of the important thinking skills you use today were developed at those early parties? Are you helping your child to develop thinking skills by planning and giving parties?

Most children enjoy parties but they are usually guests instead of hosts. You can use their excitement and eagerness to show your child how or let him experiment with giving different types of celebrations. While working on all aspects of the party, your child will be practicing skills he will need later on in school AND he will learn ways to make other people happy.

Put together a box of play-things so that your child can pretend to give parties and celebrate special days during play dates. Are there plastic or paper dishes available? Flatware? Toy birthday cakes? A calendar? Place mats? A mailbox? A tea set? Puppets? Empty food cartons?

Give your child some suggestions on a rainy day. What would happen if the Three Bears invited

Goldilocks to a party at their house? Would she steal in and try out their food and beds? What kind of food would they serve? How would the bears entertain Goldilocks?

Here are some party planning resource books:

- ◆ *52 Fun Party Activities for Kids* by Lyn Gordon (Chronicle)
- ◆ *Everybody Wins! Non-Competitive Party Games and Activities* by Jody L. Blosser (Sterling)
- ◆ *Kid-tastic Birthday Parties: The Complete Party Planner for Today's Kids* by Jane Chase (Brighton Publications)

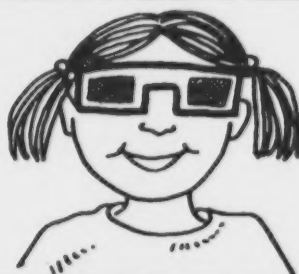
ICE CREAM CONES WITH PUDDING

You'll Need:

- ▲ one box ice cream cones
- ▲ one package instant pudding
- ▲ water ▲ one envelope dry milk ▲ one zip-locking bag

What to Do:

1. Measure dry milk to make two cups of liquid milk.
2. Add dry milk and one and three-quarters cups of water to zip-locking bag.
3. Empty pudding into bag. Zip it closed and shake well.
4. When thickened, open one corner and squirt into cones.



For People Who Care for Young Children

SURPRISES ARE EVERYWHERE

Incorporate the unexpected into your program this February—a month when the weather is dreary and it sometimes seems that spring will never come. Surprises help stretch our minds and shake us out of the ruts we often get into. Great things can happen when we get a little nudge that sparks a creative “leap” in our way of looking at things.

It is true that young children also need the security and stability of routine. That is why we establish a routine early in the year—songs, special stories, or a fingerplay are ALWAYS done first thing in the morning. The repetition and familiarity make our routines seem like dependable old friends. The changes and surprises that you bring to your daily routines will inspire everyone to grow and change.

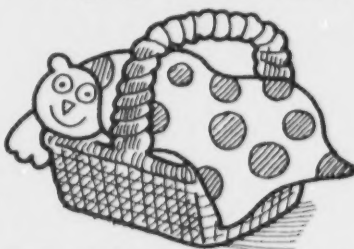
A surprise might be as simple as a new picture on the bathroom wall or a new hairstyle for you. On the other hand, it might be a “backwards day” when everything is changed, including routine, furniture arrangement, and foods. (This can be a fun day if it is not done too often.) Anything unexpected that makes life more interesting and fulfilling for everyone should be considered.

CIRCLE TIME

Circle time is a great place for surprises. Sometimes, bring a basket with a cloth covering it to your circle. You will have the group’s attention right away! The basket could contain anything that relates to what you are talking about.

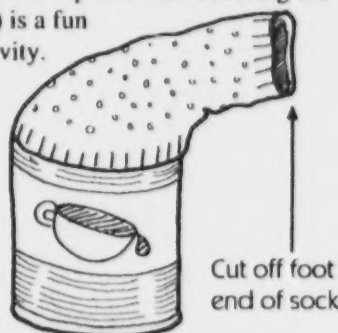
▲ Pull out a picture of a volcano or a piece of interesting bark that you found outside.

▲ You might have a new library book or a small stuffed animal from a garage sale in the basket.



▲ It could even be something that one of the children has brought in to share.

▲ A feely bag (made from a can with the top of a sock covering the top) is a fun activity.



▲ Little bottles with different smells (vanilla, vinegar, perfume, onion...) can be springboards to another surprise activity.



▲ Another special box could be story box. Children all know that there is a story inside! When everyone is still and ready, open the box and pull out a picture or a single prop. Then tell a story around it.

Story time is always special and to add an element of the unexpected, you might change the ending to a familiar tale. The Three Bears might invite Goldilocks to stay for a porridge party or the wolf might offer to help the Three Pigs build a new house. With a little practice, children become quite imaginative and spin some wild tales of their own.

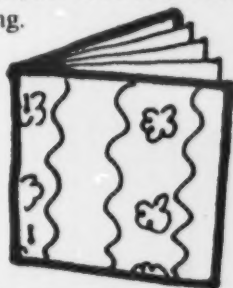
Don’t forget Shel Silverstein’s poetry or even nursery rhymes for ending circle time with a twist.

SURPRISES THROUGHOUT YOUR PROGRAM

ART

One of the main ingredients in art projects is the element of surprise. It is the component that makes each work of art unique and personal. "What if this color were to overlap the yellow in the trees?" "I think I will try wet chalk designs on the black paper."

◆ Children love to make little books with wallpaper covers. The books consist of five to ten pages stapled together. A booklet can be used for dictated stories or special pictures or information about ME (weight, height, favorite foods and colors, telephone numbers, handprints...). This is a project to work on over a few weeks, not to be done at one sitting.



◆ Together with children, decide what your favorite invention is; then draw pictures of your own ideas for inventions you think the world really needs!

◆ The old technique of coloring patches of many colors on sturdy paper and then coloring over the top of the paper heavily with black crayon is time-consuming, but still impressive to each new set of children. Scratch a picture into the black, with a metal spoon or a wooden tongue depressor, and watch the rainbow colors come through.

◆ Give each child a piece of

paper and tell him to use his ears and really listen for silly instructions. "I will tell you how to make a very unusual house. Are you ready? Take out your purple crayon and draw a house. The chimney has a tree growing from it. There are no doors or windows in the wall, which are striped red and green. There is a door with a little window on the roof. A giraffe is taking a bath in the garden and butterflies that look like flowers are flying over some yellow bushes." Give these instructions slowly with time in between for children to finish each part. When the pictures are all done, hang them in a row across the room and see how everyone's house is unique.

MUSIC

◆ Silly songs with surprise endings are always fun or you can make up variations to familiar ones (the more ridiculous the better!). Try making up your own version of "The Bear Went Over the Mountain."

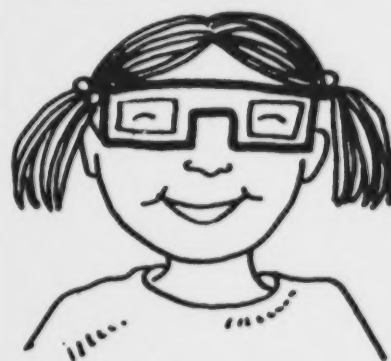
*The bear went over the banana,
the bear went over the banana,
the bear went over the banana,
to see what he could see!*

*The gushy part of the banana,
the gushy part of the banana,
the gushy part of the banana
was all that he could see!*

◆ You can make up your own song to a familiar tune. This song is sung to the tune of "Twinkle, Twinkle, Little Star." Each child makes magic glasses by cutting the frames from heavy paper and gluing the lenses from colored cellophane. "Put on these

glasses, tell me what you see, I see
_____ looking at me!"

Children fill in the blanks.



SCIENCE

◆ Most of what we learn in science is cause and effect or change. Plants sprouting and growing are one of the best examples. First experiments in growing plants usually use the most easily and quickly grown varieties. Beans or corn work nicely, especially if you plant them in moist cotton next to the sides of a glass pint fruit jar. Children can watch the sprouting process and the seed is large and visible.

A small garden space outside provides lots of surprises. Talk about the differences in size and shape of each seed and try to imagine what plant is locked inside. A small garden space can include a mixture of cabbages, petunias, melons, and sunflowers.

◆ Hatching eggs is another science activity that includes change and helps children develop responsibility. Incubators to hatch one or two eggs are under \$20.00 and you might find a farmer who would provide fertile duck eggs and then take the baby ducklings for his pond when they have hatched!



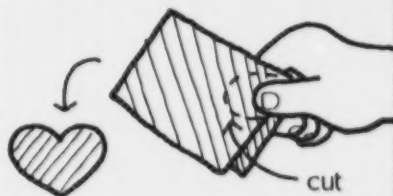
For People Who Care for Young Children

FROM THE HEART...

This Valentine's Day, emphasize friendship and caring with art, singing, and games. Have fun and teach important concepts at the same time. What could be better?

VALENTINES FOR TWOS AND THREES

Give small pieces of folded paper to younger children and ask them to cut or tear around their thumb pinching the fold. It's a heart! Challenge children to use their foot, elbow, or knee for larger hearts!



FOLDED VALENTINES

You'll Need: large pieces of red, white, and pink construction paper
● tempera paint in squeeze bottles
● red yarn or ribbon ● scissors

What to Do:

1. Trace large hearts and cut them out.
2. Let each child use squeeze

bottles to drizzle red and white paint on one side of a heart.

3. Fold it over. Then open it up.
4. You can mount the hearts on red paper, add a little bow, and they make great door decorations.

VALENTINE SUN CATCHERS

You'll Need: discarded round plastic lids (3 to 6 inches in diameter) ● yarn ● tissue paper in assorted colors, cut into 1-inch squares ● glue ● paper cup ● brush ● scissors ● hole punch

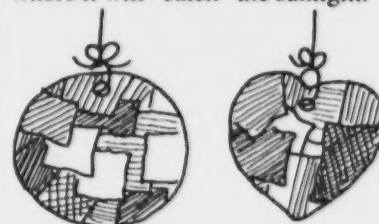
What to Do:

1. Pour two tablespoons of glue into a paper cup. Add 1 tablespoon of water and stir.
2. Let children cover the inside of a round plastic lid with this glue mixture.
3. Have children take a variety of colored tissue paper squares and cut or tear them into small pieces.
4. Let them cover the whole lid with tissue paper pieces. Press the pieces flat.
5. Show children how to brush more glue over the top of the tissue paper, making sure each piece is completely covered.

6. Set aside overnight (or longer) to dry.

7. Carefully peel the sun catcher from the lid. Decide if you want to keep the sun catcher round or cut it into a heart shape.

8. Use the hole punch to make a hole for hanging with yarn. Find a sunny window to hang the heart where it will "catch" the sunlight.



FRIENDSHIP SHIRTS

You'll Need: white T-shirts (one per child) ● fabric crayons and/or pens ● red ink pad

What to Do:

1. Have your children bring in white T-shirts.
2. Draw a big red heart on the shirt and write names of special friends.
3. Let each child make her thumbprint inside of the heart. Encourage children to write their name if they can.

GAMES WITH HEART

VALENTINE STICKER GAME

You'll Need: 12 matching pairs of Valentine's Day stickers ♦ index cards (3 x 5 inches)
♦ heart-shaped tin or candy box

What to Do:

1. Let children help you place one sticker in the center of each of the 12 cards. Then work together to place a matching sticker in the center of the others.
2. Place all of the cards face up on a table or the floor and ask children to put the matching pairs together.
3. Then teach them how to shuffle all the cards together.
4. This time, place the cards face down and take turns turning over two cards at a time trying to make a match. Whoever makes a match, gets to keep those two cards and take another turn.
5. Store the game in a heart-shaped tin or box.



HEARTBEAT GAME

(This game is adapted from *Things to Make and Do for Valentine's Day* by Tomie de Paola (Scholastic).

What to Do:

1. Sit with children in a circle.
2. Teach them the following five actions to do together.
 - ♥ Hit the floor twice and say: "Bam. Bam."
 - ♥ Cross your arms and slap your knees.
Say, "Slap. Slap."
 - ♥ Clap your hands twice and say, "Clap. Clap."
 - ♥ Tap your head twice and say, "Tap. Tap."
 - ♥ Touch your heart twice and say, "Beat. Beat."
3. Do the actions faster and faster until everyone gets mixed up.

DANCING WITH THE VALENTINES

1. Clear an area for movement.
2. Tape several large paper hearts to the floor.
3. Explain to children that they will dance around the hearts until the music stops. When the music stops, they must find the closest heart and stand on it.
4. As a variation, encourage everyone to sing this song as they dance. (Tune: "Mulberry Bush")
*Here we go dancing around the hearts,
Around the hearts, around the hearts.
Here we go dancing around the hearts
On Valentine's Day!*

Challenge children to move around the hearts in the following ways: walk, skip, hop, crawl or jump around them. Change the words to the song as you change movements.

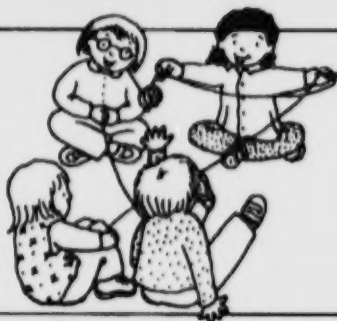
BLOWING HEARTS GAME

You'll Need: construction paper ♦ scissors
♦ masking tape

What to Do:

1. Pre-cut several hearts, approximately 3 inches across, from construction paper. Fold each in half to form a crease.
2. Place a masking tape finish line at one end of the floor and place the hearts on the floor at the other end.
3. Invite everyone to line up behind the hearts on all fours. Then challenge them blow the hearts across the finish line.
4. The first person to cross the finish line starts the hugging. As each person crosses the finish line, he is hugged by the rest of the people already across.





For People Who Care for Young Children

GIVE PARTIES WITH SKILL

This is the week we celebrate the birthdays of two famous presidents. Remember the enjoyable times you had with your friends as a child planning and then having parties for friends, family, or favorite dolls or stuffed animals? Do you realize that many of the important thinking skills you use today were developed at those early parties? Are you helping the children in your program to develop thinking skills by planning and giving parties?

Most children enjoy parties but they are usually guests instead of hosts. You can use their excitement and eagerness to show them how or let them experiment with giving different types of celebrations. While working on all aspects of the party, children will be practicing skills they will need later on in school AND they will learn ways to make other people happy.

Examine your housekeeping corner and see what props you need to add so that children can pretend to give parties and celebrate special days. Are there dishes available? Flatware? Toy birthday cakes? Calendars? Place mats? Mailboxes? Tea sets? Puppets? Empty food cartons?

Give children some suggestions on a rainy day. What would

happen if the Three Bears invited Goldilocks to a party at their house? Would she steal in and try out their food and beds? What kind of food would they serve? How would the bears entertain Goldilocks?

The chart on the next page lists some party-related activities down the left side of the page. The skills along the top of the list are some of those thought to be basic for learning to take place at home or in school.

PARTY FOODS

POPCORN BALLS

You'll Need: 8 cups popped corn • 1 cup molasses
• 1 cup corn syrup • 1 tablespoon vinegar

What to Do:

1. Place unsalted, popped popcorn in a large bowl. Set aside.
2. Put molasses, corn syrup, and vinegar in a saucepan. Heat to boiling. Stir constantly until it reaches 270° F. on a candy thermometer. (You can test it by dropping some syrup into a glass of cold water. When you pull it out, it should break!)
3. Pour syrup over popcorn. Mix well.
4. Butter your hands. Pick up cooled popcorn and shape into balls.

ICE CREAM CONES WITH PUDDING

You'll Need: one box ice cream cones
• one package instant pudding • one envelope dry milk • one zip-locking bag • water

What to Do:

1. Measure dry milk to make two cups of liquid milk.
2. Add dry milk and one and three-quarters cups of water to zip-locking bag.
3. Empty pudding into bag. Zip it closed and shake well.
4. When thickened, open one corner and squirt into cones.

PARTY SKILLS



	Recalling Details	Sequence	Following Directions	Predicting	Cause and Effect	Comparing	Classifying	Main Idea	Drawing Conclusions	Generalizing	Understanding Pictures	Real Life or Fantasy
1. Decide to have a party.								✓	✓			
a. Talk about favorite ones.	✓					✓	✓					
b. Talk about special times that can be celebrated.					✓					✓		
2. Decide what kind of party to have.				✓			✓	✓				
3. Decide what to do to get ready for the party.		✓										
a. Make lists.		✓	✓									
b. Plan schedule.		✓	✓									
4. Decide whom to invite.									✓			
5. Write and/or decorate invitations.			✓		✓							
6. Choose menu.							✓					
a. Recall favorite foods.	✓											
b. Pick out certain foods for special days.							✓					
7. Shop for food.							✓					
8. Decorate room and/or table.		✓		✓							✓	
9. Prepare food.		✓										
10. Set table.		✓	✓									
11. Entertain guests.			✓									
a. Choose gifts.				✓			✓					
b. Tell favorite stories.	✓			✓								✓
c. Put on plays or puppet shows.			✓	✓								✓



For People Who Care for Young Children

FIRST MUSIC LESSONS

One of the pleasant aspects of enjoying music is the variety of musical activities you can do with children. Some children will respond to one aspect of music while others will enjoy something different. Music is for all children. Providing the variety is up to you.

MUSIC FOR SINGING

Singing is a natural means of self-expression for young children. They hum to themselves, make up their own tunes, chant about their play activities, and enjoy group singing. A song helps children to listen and respond to simple directions, practice sequencing and rhyming, and learn new words and ideas. Singing together helps children learn to cooperate in a group experience and to share as they wait their turn to request a favorite song.

- Put together a group of favorite nursery songs that all children know. Review them from time to time; dramatize them for a special treat.
- Encourage those children who may wish to sing alone to do so. (An empty toilet tissue roll with a ball or rounded wad of paper glued to the top makes a fine "microphone.")
- Action songs inspire children to get up and move. Those who are shy about singing may love moving

to the words of a song. Have children lead "Head, Shoulder, Knees and Toes," and "Itsy-Bitsy Spider."

- Take your singing activities outdoors. Enjoy "London Bridge," "Mulberry Bush," "Hokey Pokey," and "Did You Ever See a Lassie (or Laddie)" in a change-of-scene.

MUSIC FOR PLAYING

Rhythm instruments appeal to children who love to produce sounds. Always remind children that an instrument is not a toy and must be treated gently. An instrument played under control produces *sounds* rather than *noise*.

- A child who is not excited about singing may love to get her hands on a drum or a shaker. Provide instrumental background for: "Hickory Dickory Dock," "Frere Jacques," and "Twinkle, Twinkle, Little Star."
- Sing and play "Ten Little Instruments."

One little, two little, three little instruments. Four little, five little, six little instruments. Seven little, eight little, nine little instruments. Ten instruments in the band.
- You may have a budding conductor in your group. Talk about band and orchestra leaders and encourage individual children to stand before the group and lead the rhythm band.

- March around the room having children play along with a marching CDs or tapes.
- Encourage children to experiment with the sound of the instruments. Let them tape their improvisations or original compositions. Invite the "composer/performers" to play the tape for others to hear.

MUSIC FOR LISTENING

Listening to a variety of musical compositions helps children to pay better attention if you give them a reason for listening. Many composers have written music that describes or music that features a particular instrument. Tell children the name of the piece, composer, musician, and instrument.

- Naturally some children will be better listeners than others. Tell them what to expect and play short segments of the music. Encourage them to reflect on what they hear and share their ideas with friends. Consider music from *Fantasia*, *Flight of the Bumble-Bee* by Rimsky-Korsakoff, and *The Nutcracker Suite* by Tchaikovsky.
- Have tapes or CDs of a variety of musical compositions—classical, jazz, contemporary, ethnic, choral—for children to play in your music/listening area. Encourage them to use what they hear as inspiration when moving to the music, drawing a picture, or writing in a journal.

MUSICAL GAMES

Let's play a musical game. All you need is a favorite tune to help shake out the itches and stretch on a snowy or stormy day.

▲ Using the tune for "Mary Had a Little Lamb," try the following lyrics:

*If you are wearing something red,
Something red, something red,
If you are wearing something red,
Stand and wave to us.*

Continue adding colors so that all children have a chance to stand.

▲ Use a variation on "If You're Happy and You Know It" with instruments. *"If you're happy and you know it, play your drum(s)...shakers, bells, sticks."* Make a parade around the room or outdoors on a good day.



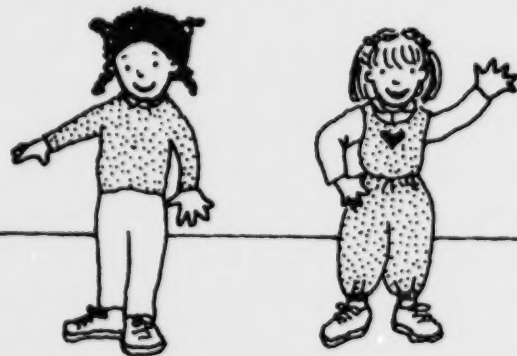
▲ Change "Old MacDonald Had a Farm" to "Old MacDonald Had a Band." The "instruments" will be body parts. *"Old MacDonald had a band, E-I-E-I-O... And in his band he had some hands...with a clap, clap, here..."* Add other body parts such as eyes/blink, mouth/smack (popping lips), feet/stamp, fingers/snap, head/nod. Old MacDonald could have instruments as well. Try having drums, shakers, rhythm sticks, bells, and other instruments in the band.



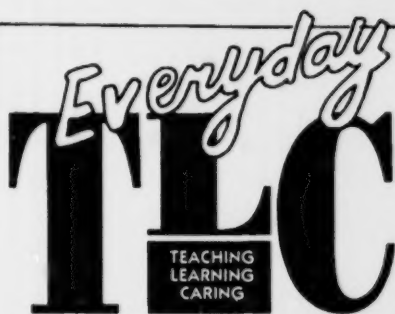
▲ Try a variation on the "Hokey Pokey" using colors and numbers. Give each child a card with colored dots or use colored construction paper. Change words to: *"Put the red cards in; take the red cards out. Put the red cards in..."* Let children practice their understanding of numbers by using number cards: *"Put the number 5's in; take the number 5's out,"* and so on.



▲ Play Drum Freeze. Tap out fast, slow, and normal patterns on the drum. Have children move until the drum stops and then "freeze" until the new drum pattern starts. Use a variation in drum sounds. Encourage children to move high and low. As you tap the drum head, have children move low to the ground. When you tap the rim of the drum, they walk high or tall. Introduce *crawl, hop, forward, and backward*.



▲ Read *There Were Ten in a Bed* illustrated by Pam Adams (Child's Play). Have children sing the song using body motions to show numbers and "roll over." For a change, have children lie down on the floor and act out the words, rolling over and falling out until there is one left. Only five children in your group? Have "Five in the Bed."



YOU CHOOSE!

- ◆ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the *Nutrition Education & Child Care Food Program*
- ◆ Earn State Licensing Hours
- ◆ Do Both!!

Learn-At-Home Training for Child Care Professionals

*Over the course of a one-year subscription to EVERYDAY TLC, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA. * These same training modules have been approved for one hour each (total of 8 hours per year) toward your licensing hours in the following states:*

*AK, AL, AR, CO, MA, OH, OK, OR, PA, RI, TX,
WY (16 hours)*

It's Easy and Convenient:

- Step 1:** Review the continuing education self test and professional article in this issue of *EVERYDAY TLC*.
- Step 2:** Sit back, relax, and read through your issue of *EVERYDAY TLC*.
- Step 3:** Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!
- Step 4:** Remove your completed test sheets from *EVERYDAY TLC*. Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:
- EVERYDAY TLC*
P.O. Box 180
Wilmington, NC 28402
- Your certificate of completion of continuing education credits will arrive within 3-4 weeks.
- Cost:**
- ◆ CDA \$80 for all 8 tests (40 CDA clock hours)
 - ◆ State Licensing Hours \$5.50 per test
- OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a \$22.00 check or money order. (for state licensing hours only)
- Note:** The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.

Questions: Please call: 1-800-677-6644.

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

SUPPORTING CHILDREN'S GROWTH AND DEVELOPMENT

As professionals in the early childhood field, we must know the stages of child growth and development. We need to be familiar with the range of variations and when something is not 'normal'. This is accomplished by studying books and the children themselves. Observation is not only a way for us to learn about children, also it is the only way we can learn about individual children in our care. Once we know where he is in his growth and development, we can create the best learning environment for each child. Supporting a child's growth and development in all areas of their lives is our work.

- 1.** Describe what you've specifically observed about a child who seemed to be lagging in physical development (large or small motor). How did you know there was a problem? What did you do for the child? What was the result?

- 2.** Name three specific things you do to help children you care for improve their communication skills. You might include listening, speaking, reading, or writing activities.

1.

2.

3.

- 3.** What are YOU curious about? Discuss something that you became curious about and how you found out more about it. Relate this to how a child would learn about something she is curious about. Give examples of actual children.

- 4.** Observe a child whose background is different (economically, culturally, religiously) from the other children with whom you are accustomed to working. What differences are obvious? What things are similar? Does the child exhibit behaviors that are influenced by his background? How have you met this child's needs?

Name a resource that you consulted to find out more about the child's background (a book, an internet site, a person). Was it helpful in understanding the child better?

- 5.** What children's literature books have you used to help reassure children (or parents) that children grow and develop at their own rates and that it is OK? Name one book and tell how it was helpful.

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____

☐ CDA ☐ TRAINING CERTIFICATE

CDA Content Area #8: Supporting a Child's Growth and Development



WATCH THEM GROW!

by Kathy Faggella



One of the most wonderful things that life has to offer is watching a child grow and develop. It is truly amazing how children progress from newborns, unable to hold up their own heads, to walkers within twelve to eighteen months. It is the same with communication as children learn to understand and speak their primary language.

There are many accurate growth charts available to see when children should be doing specific skills. Obtain one or more for each area of growth and development. The better ones tell you the range of development for a child. That is, they show when some children might enter a phase, when the majority of children are into that phase, and when a few children follow, but still fit into the 'normal' range. Indeed, child growth and development must be viewed on a continuum with some children accomplishing some things more quickly than others. But as caregivers, we need to observe very carefully that children are making progress or be able to search out the reasons for developmental lags and try to correct them.

Physically, most young children pass through the same sequence of developmental stages. They do this individually, at different times. Some children may be slower because they have neurological problems, and yet, some may just not have chances to practice their new skills. The first thing is to determine which large motor (and fine motor) skills each

child has developed. Do this with informal observations, watching the child as she plays: seeing how she climbs stairs, tossing a bean bag or ball to her, and letting her use wheeled vehicles. After recording the child's progress, plan activities to give her practice in these skills and note future accomplishments.

Curiosity is key to developing a child's cognitive skills. Children must want to playfully explore materials, toys, and natural objects in their environment. But some children don't seem to have this natural drive to explore. This may be because during the adventurous toddler months, a caregiver discouraged their 'getting into things' and thought the child was just mischievous. Maybe all those 'why' questions were not answered patiently. Some children need to be encouraged to be curious again. As role models, we can wonder, ask questions, experiment, research, and revel in our discoveries. Children thrive when new materials and activities are introduced each day or week. Try shells, tree bark, an old clock to disassemble, and a bird feeder.

Babies have a great drive to communicate. We see some early talkers while, quite naturally, others wait many more months to speak. But we can encourage children to become better communicators, no matter where they are on the continuum, by providing two things: an accepting, nurturing environment and opportunities for them to communicate! Role

model good language, rather than critically correcting their attempts to speak. We nurture by using positive, responsive language with them. AND, we make our environments rich in language opportunities by greeting children, speaking to them individually each day, providing small group interactions, promoting pretend play, providing lots of books and a writing center.

Finally, social and emotional behavior growth progress through similar stages. The very dependent baby becomes the more autonomous toddler and then the striving independent preschooler. Children relate to each other through the solitary play stage, then parallel play into the cooperative stage of play at age four or five. They do this best through lots of spontaneous play. Our role here is to provide the background; dramatic and block play, demonstrate how to take turns, enter a play group, share, and resolve conflicts.

A child grows in self esteem when she feels worthy, accepted and experiences success. Encourage children through recognition of specific accomplishments or tasks well done, rather than with blanket praise, such as "Good job!" or "Great work!" empty phrases that children soon either ignore or crave more of. Be aware that different cultural influences may have a bearing on how children perceive themselves. Learn something about the different cultures of children before making judgments as to their particular development.

SINGING SALAD

YOU'LL NEED:



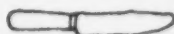
apples



bananas



blueberries



plastic knife



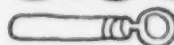
melon (watermelon or canteloupe)



paper cups



bowls



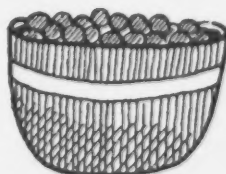
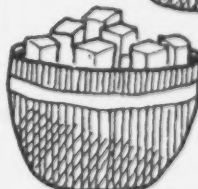
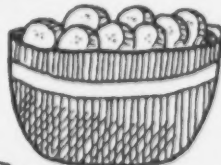
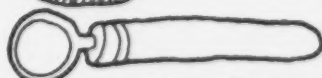
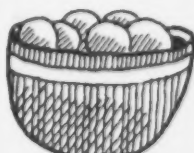
melon baller

WHAT TO DO:

1.

Prepare and set into separate bowls:

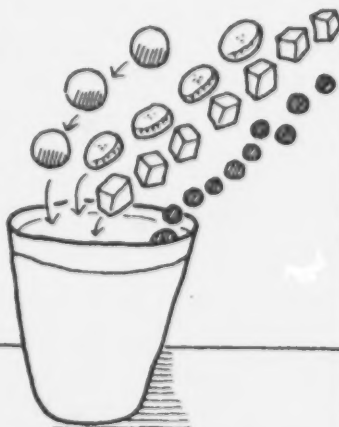
melon chunks,
apple chunks,
banana slices,
blueberries



2.

For each individual serving, place the following in a cup and sing to the tune of "Ten Little Indians:"

One little
two little
three little
melon balls
four little
five little
six little
banana slices
seven little
eight little
nine little
apple chunks
ten little
blueberries



3.

Vary the type of fruit used according to the seasons. Change the amounts, but SING ALONG!



from *Concept Cookery* by Kathy Faggella (First Teacher Press)

CACFP Credit= fruit/vegetable

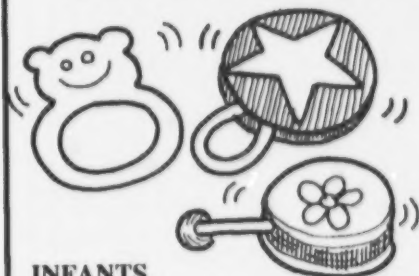
BOOK CORNER:

IN THE

- 📖 *Old MacDonald* by Amy Schwartz (Scholastic)
- 📖 *This Old Man* by Pam Adams (Child's Play)
- 📖 *Hush Little Baby* by Sylvia Long (Chronicle)
- 📖 *The Kingfisher Playtime Treasury: A Collection of Playground Rhymes, Games and Action Songs* by Pie Corbett (Larousse Kingfisher Chambers)



INFANT AND TODDLER CARE: *Earliest Musicals*



INFANTS

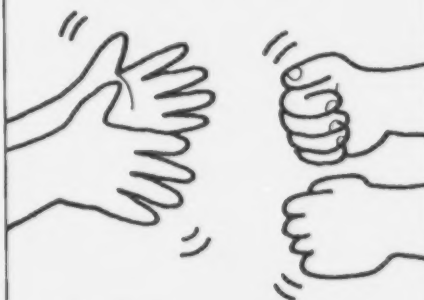
Sound plays a major role in the lives of infants. Sound is the basis for music and all caregivers can help very young children to enjoy the music they make and the music they hear around them.

- Sing to babies as you care for them. They don't care if you can't carry a tune! Hum, sing, whistle, and mimic their sounds during diaper changes, dressing, and bathing. Sing nursery songs and make up your own words to suit the opportunity. Try

"One little, two little, three little fingers (toes). Four little, five little, six little fingers (toes). Seven little, eight little, nine little fingers (toes). Ten fingers on CHILD'S NAME'S hands (toes)."

- Tie bells to infants' booties and shoes. Give babies rattles that make different sounds. Play with rattles with babies and allow them to experiment on their own.

- Play music boxes that features different tunes and use timers and clocks that produce unusual "dings" and "ticks."
- Use rhythm instruments to produce sound. Babies can shake maracas and beat on a small drum.
- Play rhythm games with babies. Clap your hands and snap your fingers as you sing or recite chants.
- Move or "dance" to music while you hold babies. Rock with babies to slow music as you enjoy a quiet moment together.
- On special occasions, play recorded music as background for quiet activities. BE careful that children do not become dependent on background music for rest time.



TODDLERS

- Toddlers begin to sing phrases of familiar songs. As you sing to and with them, use facial

expressions and actions. Action songs and games such as "Hokey Pokey," "Mulberry Bush," and "Here We Go Looby Loo" can be adapted for your toddlers. Try "Here We Go 'Round the Jungle Gym..." or Parking Lot, etc." to the tune of "Mulberry Bush."

- Two and three-year-olds will "dance" as soon as they can walk. Encourage them to move to music—swaying and marching—using all parts of their bodies.

- Try some body percussion fun—clap hands, snap fingers, tap fists together, and slap thighs.

- Practice coordination with toddlers by asking them to tap rhythm sticks fast and slow. Show them how tapping on unbreakable objects in the room produce different sounds.

- Create chants for transitions: "We're going outdoors, outdoors, outdoors. We're going outdoors in a line."

- Encourage parents to have a musical home. Suggest a few activities at your Open House or in your newsletter. The local children's librarian can recommend familiar song stories that parents and young children can enjoy together.

Ideas: Dr. Margery A. Kranyik

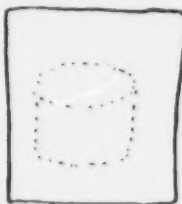
Art: Catherine Minor, Debby Dixler

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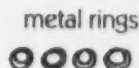
birthday party book



YOU'LL NEED: (for each child)



construction paper



metal rings



scissors



real birthday candles (or paper ones)



markers



glue



WHAT TO DO:

1.

Cut out two colored construction paper birthday cake shapes. Let the child decorate with markers and crayons.

2.

Cut out six pieces of plain paper in same birthday cake shape. These pages are attached with decorated covers by two metal rings.

3.

At the beginning of the year, invite the child to glue on candles that correspond to her present age. The pages are blank.

4.

Display "Birthday Cake Books" on a bulletin board with a calendar of children's birthdays.

5.

When each child celebrates her birthday during the year, the child adds another candle to her birthday cake book.

6.

Let children use the pages to draw illustrations of the birthday celebration and signatures of friends. The book then goes home with the child.

from *Building on Books* by Kathy Faggella, Anne H. Leone, and Martha A. Hayes (First Teacher Press)

BOOK CORNER:

IN THE

RESOURCES

- 📖 *52 Fun Party Activities for Kids* by Lyn Gordon (Chronicle)
- 📖 *Everybody Wins! Non-Competitive Party Games and Activities* by Jody L. Blosser (Sterling)
- 📖 *Kid-tastic Birthday Parties: The Complete Party Planner for Today's Kids* by Jane Chase (Brighton Publications)

PARTY SKILLS: SIMPLE PARTY GAMES

Everyone in your program should have one celebration/party in his honor each year besides his birthday. This could be the loss of the first tooth, a new sibling, an exciting new accomplishment, and so on. Gather together your party items and keep them in one place. They should be stored in a closed cabinet or box. Vary the party time. Vary the style of the party. Have an indoor picnic or go on a hike to the park. You can decide how large or small the celebration should be.

SPIDER WEB

Have a group of five to seven children sit in a circle with you. Hold one end of a yarn ball and toss the ball to a child. Have the child hold onto a piece of yarn and toss the ball to another child. Continue until the ball is used up. Depending on the number of children you have, you can use as many as three balls of yarn at the same time. At the end, you will have created a giant spider web. Have children stand and hold the web over their heads. Invite one child to crawl under it. Bounce a ball on the web and try to keep it up in the air.



SCARF DANCE PLUS

Put on classical music tapes or CDs and let children do lovely flowing dances with scarves.

Use the scarves for props for dramatic play. Children can pretend they are someone like Superman or a Rescue Hero and have others guess who they are.



JUMP THE ROPE

Although most preschool children cannot jump rope, you can use a rope in other ways. Hold both ends tightly and let children jump over it first at 5 inches and then at 10 inches from the ground. Hold the rope doubled up and stretched tight between two people. Let children "jump over the river" spreading the two lengths of rope wider with each jump. Hold the rope about 6 inches off the ground.

Ideas: Sandra Gratiis

Art: Debby Dixler, Kathy Faggella, and Catherine Minor

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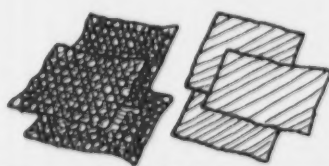
HEART FULL OF FEELING

This project ends up looking like a small pinata, but the goodies inside are happy faces and tender thoughts.

You'll Need:



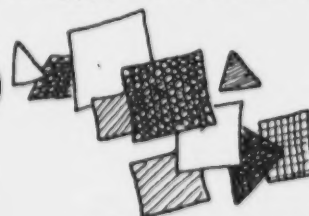
red construction paper



red and pink tissue paper



scissors



scraps of colored paper



markers or crayons

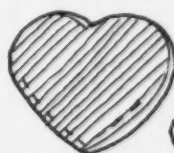
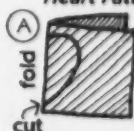


stapler



string

Heart Pattern



What to Do:

1.

Help each child cut out 2 large construction paper hearts. (Tissue paper hearts tear easily, but they are beautiful and translucent. If you wish to use tissue paper, cut 2 large hearts each of red and pink. Place a pink and red heart together before you go to the next step.)

2.

Help children staple the hearts together around the bottom and halfway up each side.

3.

The hearts are now ready to fill. Help children cut or tear small hearts from scrap paper and dictate happy feelings or draw pictures of happy people on each one. Encourage children to help each other and to trade the small hearts.

Children can now fill their heart "pockets" with many small hearts. Tell them that they each have a heart full of love and happiness and can trade and share their heart and happiness with others.

OR

Attach a string to each "heart pocket" and suspend from the ceiling or wire coat hangers to make heart mobiles.

Adapted from First Teacher Magazine (Idea by Jeannine Perez)

BOOK CORNER:

IN THE

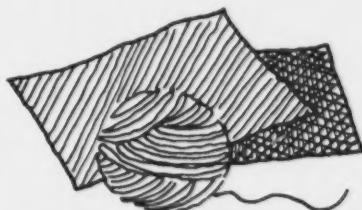
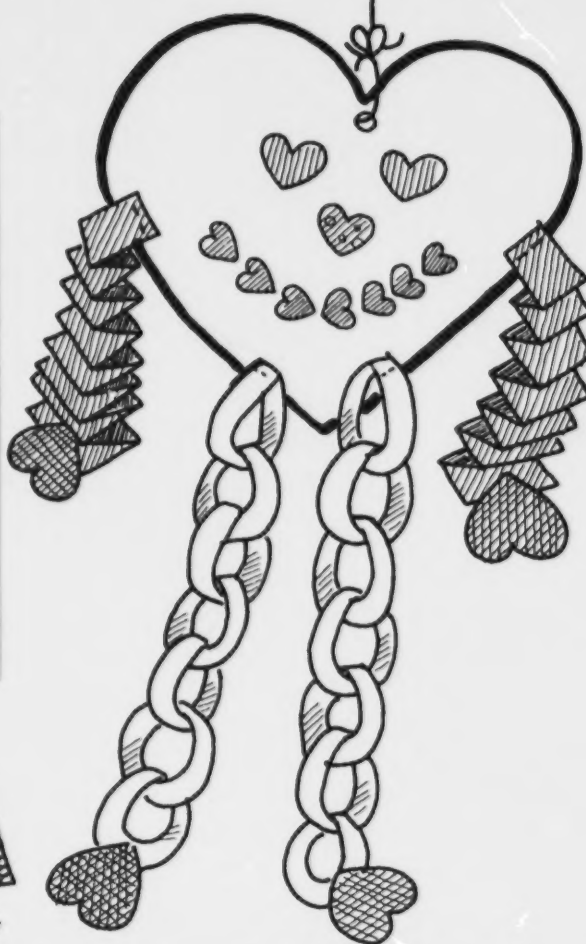
- 📖 *Somebody Loves You, Mr. Hatch* by Eileen Spinelli (Aladdin)
- 📖 *The Valentine Bears* by Eve Bunting (Clarion)
- 📖 *Arthur's Valentine* by Marc Tolon Brown (Little Brown)
- 📖 *I Love You* by Remy Charlip (Cartwheel)
- 📖 *Roses Are Pink; Your Feet Really Stink* by Diane DeGroat (Mulberry)

AFTER-SCHOOLER IDEA: A Friendly Valentine

You'll Need: construction paper in red or pink ♦ glue ♦ stapler or tape ♦ string or yarn

What to Do:

1. Cut out a large heart for a head.
2. Make arms and legs from a paper chain or accordion-folded strips.
3. Paste smaller hearts at the ends of the chains for hands and feet.
4. Finish by pasting small hearts on the head piece to make a face.
5. Fasten the arms and legs to the heart head with glue, staples, or tape.
6. Optional: Punch hole in top of large heart and tie on string for hanging.



Ideas: Karen Stephens, Jeannine Perez

Art: Debby Dixler, Nina Woldin

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A MENU OF SURPRISES

Beat the winter blahs by planning a tasting party that features a "surprise" menu! Preschool children may prepare and serve foods that each contain a surprise ingredient hidden in the center. Organize children into three work groups with each group preparing one "surprise" ingredient dish. Then have each group share their special dish with everyone. The results will be a tasty, well-balanced lunch!

A suggested menu includes Meatloaf Surprise, Surprise Potato Balls, and Surprise Muffins. (see recipes below). All food items may be prepared the day before the surprise tasting party. Then, only baking time will be needed on the day of the event. All recipes may be baked at the same time and at the same temperature. Each recipe serves fourteen children and may be halved if needed.

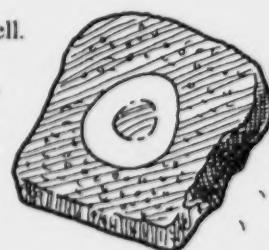
MEATLOAF SURPRISE

CACFP Credit=meat/alternate

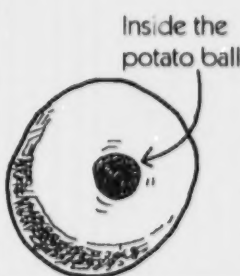
You'll Need: two pounds lean ground beef ♦ one egg, beaten ♦ two tsp. salt ♦ 1 Tbsp. minced dried onion, soaked in water or one-quarter cup chopped onion ♦ 1/2 cup bread crumbs ♦ one can (8 oz.) tomato sauce ♦ four hardboiled eggs, peeled

What to Do:

1. Mix raw egg, salt, onion, bread crumbs, and one-half can tomato sauce until combined well.
2. Press half of meat mixture into 9 x 5-inch baking loaf pan.
3. Place whole hardboiled eggs in a row down the center of the meat mixture.
4. Top with the remaining meat mixture and press firmly to pack well.
5. Top with remaining tomato sauce.
6. Bake at 375° F for one and one half hours.
7. Let meatloaf stand for a few minutes before slicing.
8. Slice into 1/2 inch slices. Each slice will have a slice of hardboiled egg in the center.



SURPRISE POTATO BALLS



You'll Need: three and one-half cups stiff mashed potatoes, cooled ♦ 14 whole seedless olives (green or black) ♦ one-half cup bread crumbs or crushed cornflakes

What To Do:

1. Divide mashed potatoes into fourteen servings.
2. Press an olive into the center of each potato mixture and form a ball.
3. Roll potato balls in bread crumbs or crushed cornflakes.
4. Bake at 375° F for 20 minutes.

CACFP Credit=vegetable

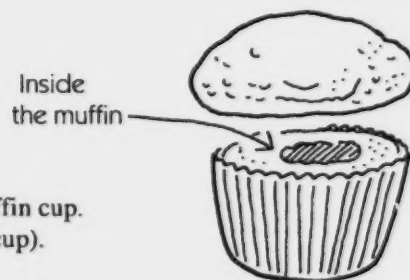
SURPRISE MUFFINS

CACFP Credit=bread/alternate

You'll Need: 1 3/4 cups flour ♦ 2 Tbsp. sugar ♦ 2 tsp. baking powder ♦ 1/2 tsp. salt ♦ one egg, beaten ♦ one cup milk ♦ 1/4 cup vegetable oil ♦ 1/2cup jelly or jam

What to Do:

1. Stir flour, sugar, baking powder, salt, egg, and milk until just mixed. Do not beat.
2. Line muffin pan with fourteen paper muffin liners.
3. Drop approximately one tablespoon of batter into each muffin cup.
4. Place one tsp. of jelly or jam in the center of muffin batter in each muffin cup.
5. Top with the remaining batter (about two tablespoons in each muffin cup).
6. Bake at 375° F for 25 to 30 minutes.



BOOK CORNER:

IN THE

- 📖 *Hedgie's Surprise* by Jan Brett (Putnam)
- 📖 *Clarence and the Great Surprise* by Jean Ekman Adams (Rising Moon)
- 📖 *Surprise Party* by William Wegman (Hyperion)
- 📖 *The Wednesday Surprise* by Eve Bunting (Scott Foresman)
- 📖 *What Are You?: A Surprise Pop-Up Book* by Keith Faulkner (Golden)



HELPFUL HINTS: Unpleasant Surprises

Sometimes life hands us surprises that are not pleasant. Help children to cope with uncomfortable surprises and you have given them a skill they will use the rest of their life. Handle upsets with these hints.



- ▲ Always try to prepare the child if possible. If you know a parent will be late, mention it several times BEFORE the child is watching the door.
- ▲ If Mom is unexpectedly late or there is a mix-up and the child looks worried, reassure him and give him a special task. Tell him with words and actions that you are glad he's still there and that you're not going to leave him alone.
- ▲ Cushion bad surprises with tender loving care and the stability of familiar routines. It works as well with children as it does with adults.
- ▲ Be truthful. If a child is going to the doctor's for a shot, do not tell him it will not hurt. You might say, "Shots feel like a little pinch, but they don't hurt for long."
- ▲ Treat minor scrapes with the Red Cross First Aid word—RICE (rest, ice, compression, elevation) and of course TLC.
- ▲ If the unhappy surprise is a broken toy, you might take the time to problem solve. "What do you think we can do about this?"
- ▲ Honor your word. Do not promise something you cannot deliver. If you say you will read a story or help build a block tower and you know lunchtime is near, don't promise. If you must break a promise, treat it seriously. Apologize and explain that you made a mistake and wish it could have been otherwise. Make new plans that you can both depend on.

Ideas: Jeannine Perez

Art: Catherine Minor, Nina Woldin, Debby Dixler

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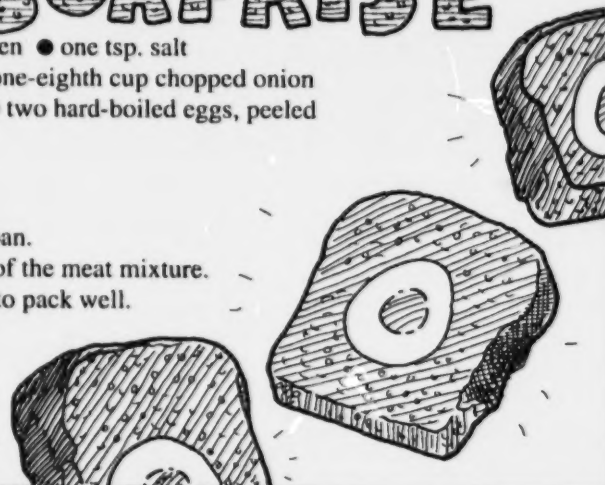
SURPRISING RECIPES

MEATLOAF SURPRISE

You'll Need: one pound lean ground beef • one egg, beaten • one tsp. salt
• one-half Tbsp. minced dried onion, soaked in water or one-eighth cup chopped onion
• 1/4 cup bread crumbs • one can (8 oz.) tomato sauce • two hard-boiled eggs, peeled

What to Do:

1. Mix raw egg, salt, onion, bread crumbs, and one-half can tomato sauce until combined well.
2. Press half of meat mixture into 9 x 5-inch baking loaf pan.
3. Place whole hardboiled eggs in a row down the center of the meat mixture.
4. Top with the remaining meat mixture and press firmly to pack well.
5. Top with remaining tomato sauce.
6. Bake at 375° F for one and one half hours.
7. Let meatloaf stand for a few minutes before slicing.
8. Slice into 1/2 inch slices. Each slice will have a slice of hard-boiled egg in the center.

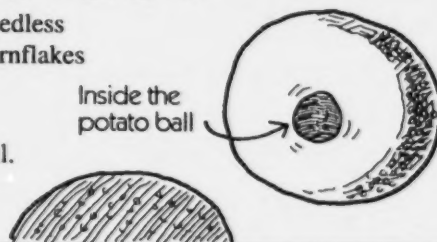


SURPRISE POTATO BALLS

You'll Need: 1 3/4 cups stiff mashed potatoes, cooled • 14 whole seedless olives (green or black) • one-quarter cup bread crumbs or crushed cornflakes

What to Do:

1. Divide mashed potatoes into seven servings.
2. Press an olive into the center of each potato mixture and form a ball.
3. Roll potato balls in bread crumbs or crushed cornflakes.
4. Bake at 375° F for 20 minutes.

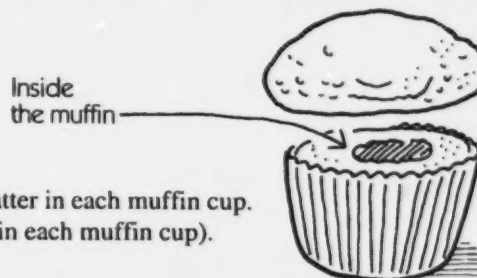


SURPRISE MUFFINS

You'll Need: one and three-quarters cups flour • 2 Tbsp. sugar • 2 tsp. baking powder
• 1/2 tsp. salt • one egg, beaten • one cup milk • 1/4 cup vegetable oil • one-half cup jelly or jam

What to Do:

1. Stir flour, sugar, baking powder, salt, egg, and milk until just mixed. Do not beat.
2. Line muffin pan with fourteen paper muffin liners.
3. Drop approximately one tablespoon of batter into each muffin cup.
4. Place one tsp. of jelly or jam in the center of muffin batter in each muffin cup.
5. Top with the remaining batter (about two tablespoons in each muffin cup).
6. Bake at 375° F for 25 to 30 minutes.





PLANS FOR FEBRUARY

Activity	Week of February 4	Week of February 11	Week of February 18	Week of February 25
Circle Time				
Free Choice Specials				
Learning Centers				
Creative Art Activity				
After- Schoolers				
Prep Work				



XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
 KAREN SMITH
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 CHAMPAIGN IL 61820



For People Who Care for Young Children

LOOK UP AND LEARN

1. Whether you teach infants or adults, going outside and looking up is a never-ending educational experience! (AND it works great for calming down a rowdy group of pre-schoolers!) It's always available, day or night; it's never the same as it was the last time you looked (and/or listened); you can be sure it will keep on changing.

2. Look for daily signs and changes of weather, seasons, and time. If you have children arriving early in the morning, take them outside and see if they can see the moon, stars, and sun at the same time.

3. Let children use all of their senses in learning about "what's up." Let them run with their backs and faces to the wind; let

them taste the raindrops and smell the air after a shower.

4. Naturally, you don't want children to look directly at the sun, so you may want to use some of the following ideas.

- ◆ Fill a large, dark, flat pan with water and look only at the reflection of the sun and clouds. If it is a clear day, this will also bother children's eyes, so let them look up at the sky through an opaque material such as cheesecloth.

- ◆ Use a "peephole" in a piece of paper to look at the clouds and the reflection of the sun. (When the sun is setting or rising, children can probably look directly at it without a problem.)

- ◆ Watch the clouds roll by overhead (and anything else that might be in their line of vision) by placing a mirror on top of a carton

bottom and watching in that. Help children figure out the direction from which the clouds are blowing to find out the wind direction.

5. Look for all the animals and insects that can be seen in the sky. Perhaps children could create a sky mural inside to record their discoveries each month and season. Attach this to the ceiling if you can. Look for geese flying in a V formation, the butterflies and birds of spring, the leaves blowing in fall, and the snowflakes in winter.

6. Help children discover which things are natural and which are made by people when they look up. Help them understand by making some things of their own such as kites and paper airplanes.

THIS MONTH IN EVERDAY TLC:

- ▲ A Story with Activities for a Rainy Day
- ▲ St. Patrick's Day Fun
- ▲ Favorite Program Management Ideas
- ▲ Spring Holidays and Books
- ▲ Professional Article and Test: Observing and Recording



BOOKS TO READ

RAINY DAYS

- 📖 *Splosh!* (Inkpen, Mick, Little Kippers) by Mick Inkpen (Red Wagon)
- 📖 *Red Rubber Boot Day* by Mary Lynn Ray (Harcourt Brace)
- 📖 *A Day with May* by Nat Gabriel (Reader's Digest)
- 📖 *Come on Rain* by Karen Hesse (Scholastic)
- 📖 *Rain* by Manya Stojic (Crown)
- 📖 *Listen to the Rain* by James Endicott (Henry Holt)

ST. PATRICK'S DAY

- 📖 *St. Patrick's Day in the Morning* by Eve Bunting (Ticknor & Fields)
- 📖 *St. Patrick's Day* by Gail Gibbons (Holiday House)
- 📖 *Jack and the Leprechaun* by Ivan Robertson (Random House)

PASSOVER

- 📖 *Sammy Spider's First Passover* by Sylvia Rouss (Kar-Ben)
- 📖 *Matzah Ball Soup* by Joan Rothenberg (Hyperion) (see recipe on the next page)

EASTER

- 📖 *Country Bunny and the Little Gold Shoes* by Dubose Heyward (Houghton Mifflin)
- 📖 *Rechenka's Eggs* by Patricia Polacco (Paper Star)

HOLIDAYS FULL OF FUN

ST. PATRICK'S DAY SONGS

(Tune: "I'm a Little Teapot")

*I'm a lucky leprechaun
Dressed in green,
The smallest man
That you've ever seen.
If you can catch me, it is told,
I'll have to give you my pot of gold!*

*I'm a little shamrock, count my leaves.
All my three petals if you please.
If you give me water and lots of sun,
I'll bring you good luck and lots of fun.*



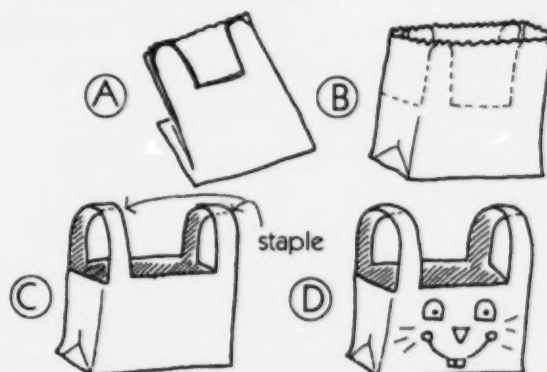
EASTER ART PROJECT

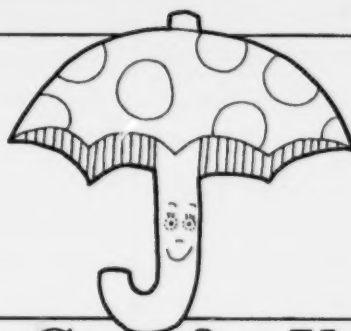
Paper Bag Bunny Basket

You'll Need: white paper lunch bag ♦ scissors ♦ stapler
♦ crayons or markers

What to Do:

1. At the open end of a flattened white paper lunch bag, draw some bunny ears along the outside edges. (A)
2. Fluff open the bag. Cut away the spaces between the ears on the sides as well as on the front and back. (B)
3. Staple the ears together at the top to form a pair of handles. (C)
4. Flatten the bag again. On the front side, draw a large bunny face. Then unfold the bag and the basket is ready to use. (D)





For People Who Care for Young Children

THE UNUSUAL UMBRELLA: A FELT BOARD STORY

March is a rainy month in many places. Combine children's interest in the weather and the fact that you need to stay inside when you share this original story by Mary Beth Spann Minucci. Also in this newsletter, we have included patterns to create a felt board or magnetic story. You can cut out the images, color them in, and attach felt or flannel pieces or magnetic strips to the backs. Then you can tell the story with pictures on a flannel or felt board, a cookie sheet or refrigerator door. If you are introducing alphabet letters in your program, this story highlights the letter U.

THE UNUSUAL UMBRELLA

Once upon a time, there was an unusual umbrella that didn't like to get wet! Whenever he heard the pitter-patter of raindrops, he would hide anywhere he thought his owner, Uncle Umberto, would not see him. Sometimes, he hid under the rain boots; sometimes he hid high up on the shelf.

Because the unusual umbrella was always undercover and very difficult to find, Uncle Umberto decided to buy a new umbrella to hang in the closet. The new umbrella was unbelievably beautiful. She had polka dots upon her fabric and stripes underneath.

When the next rainstorm came, the unusual umbrella hid high upon the shelf and peeked over to watch what would happen. He heard the closet door being unlocked. Then he saw Uncle Umberto unhook the new umbrella from her closet hook and unsnap her strap and pop her up and open.

The new umbrella looked very brave as she headed out into the dark storm that day. The unusual umbrella couldn't wait for the new umbrella to return so that he could find out what the umbrella looked like. Finally, he saw Uncle Umberto hang the new umbrella back upon her hook.

"How was the rain storm?" asked the unusual umbrella.

"It was unusually lovely," whispered the new umbrella. "Soft rain drops were everywhere! They fell upon grass and houses. They ran in tiny rivers under flowers and trees and they made puddles for children to splash in."

"Didn't you mind getting wet?" asked the unusual umbrella.

"Oh, no!" answered the new umbrella. "The rain felt cool and fresh upon my cover. And, I like being a helper, keeping Uncle Umberto nice and dry under me."

The unusual umbrella thought about all the nice things that the new umbrella had told him about the rain. He also thought about how lonely he had felt when the new umbrella had gone out into the storm without him.

The next time he heard raindrops, the unusual umbrella did not hide under the rain boots or high upon the shelf. Instead, the unusual umbrella tried to be unusually brave, and he hung straight and tall right next to the new umbrella waiting to go out into the rain. When the closet door was unlocked, the two umbrellas saw two people standing there. Uncle Umberto had a friend over for a visit and each man needed an umbrella for a walk in the rain.

And so the two friends and the two umbrellas walked together down the rainy path. The unusual umbrella was never lonely or frightened again.

THINKING QUESTIONS

Ask questions such as the ones that follow to start a discussion after you tell the story of the *Unusual Umbrella*.

- What did the unusual umbrella do when it rained? Why?
- Why do you think the unusual umbrella was afraid of the rain?
- How does the unusual umbrella feel about the new umbrella? How can you tell?
- In the end of the story, the unusual umbrella goes out into the rain with the new umbrella. Do you think he is still afraid? How do you know?
- Do you like the rain? Do you like to go outside in the rain? Do you like to watch it from inside?



Uncle Umberto

PATTERNS



rain hat for Uncle Umberto

rain boots—for closet





For People Who Care for Young Children

CELEBRATE ST PATRICK'S DAY

St. Patrick's Day is officially next Sunday, March 17, but why not combine fun and learning and celebrate this fun holiday all week with games, art, cooking, science, and music? Before children arrive on Monday (or whenever you choose to start your celebration), crack open one of the windows in your room and sprinkle some green glitter on the window sill. Make a trail of glitter that leads to a good hiding place. When children arrive, tell them that you suspect a leprechaun has visited, and if someone is able to catch him they can have his pot of gold. Every once in a while, when children are searching, pretend to see a flash of green whiz by.

Tell children that leprechauns like to play tricks on people. While children are out of the room, have someone overturn some chairs, mix up a few things, attach St. Patrick's Day stickers to children's belongings, and write a funny message to children on the chalkboard in green chalk. When you return to your room, children can look around to see if they can find the leprechaun that did this.

GAMES

Children will love playing familiar games with a St. Patrick's Day twist.

● **The Leprechaun Says** This game is similar to Simon Says. You or one of the children are the

"Leprechaun." Say *"The leprechaun says hop on one foot."* Children must hop on one foot. Then say: *"Stop."* Children must keep hopping on one foot until you say: *"The leprechaun says stop."* Repeat with other commands such as take one baby step forward, step backwards, turn around, sit down. Sometimes the leprechaun will say: *"The leprechaun says..."* and sometimes he won't. It's a great game to help young children develop listening skills.

● **Leprechaun Freeze** Begin playing lively Irish jig music. Tell everyone to move and dance until the music stops. Then they must "freeze" in whatever position they happen to be in.

● Pin the Shamrock on the Leprechaun

You'll Need: big picture of a leprechaun ♦ a green shamrock for each child with adhesive on back and their name on the front ♦ blindfold

How to Play: Blindfold each player, spin her around, and let her try to stick the shamrock in the hand of the leprechaun.

● Gold, Gold.

Who's Got the Gold?

You'll Need: a large gold coin, made by covering a cardboard circle or small paper plate with gold foil (or aluminum foil covered with yellow marker)

How to Play: One child is chosen

to be the leprechaun and hides her eyes as a gold coin is given to a child to hide in his lap or behind his back. The leprechaun then has three chances to guess which child has her gold coin. (All children hide their hands in their laps or behind their backs pretending they have the gold coin.)

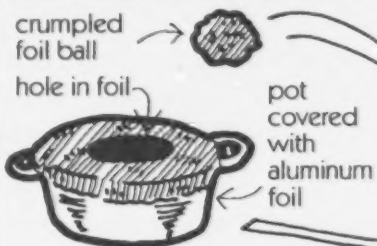
● Pot of Gold Toss

You'll Need: a large pot

♦ gold-colored foil (gold coins)
♦ tape

What to Do:

1. Cover the top of the pot with aluminum foil. Cut out a good-sized hole in the center of the foil, or a few smaller holes if older children are playing.
2. Place the pot on the floor.
3. Make a throwing line on the floor a short distance (according to age and skill of children) from the pot with tape.
4. Line children up behind the line and place a bucket of "gold coins" (crumpled foil balls) beside them. Give each child three tries to get her foil shape through the hole(s). Get all three "gold coins" in and earn a 'chocolate' coin reward.



ART, MUSIC, & SCIENCE FOR ST. PAT'S

ART

● Big Shamrock for Toddlers

You'll Need: large sheet of craft paper ♦ green tempera paint ♦ salt ♦ marker

What to Do:

1. Cut a large shamrock from paper.
2. Put out a shallow container with green paint.
3. Invite children to dip their hands in paint and then print them on the shamrock. Put a bucket with soapy water next to the activity as children can get messy going back and forth between the sink and the activity table.
5. Write each child's name next to her handprint. This helps children with name recognition as they search for their names next to their handprints.
6. Sprinkle salt on paint and allow to dry.

● Coffee Filter Shamrock

You'll Need: coffee filter ♦ 2 baby food jars ♦ water ♦ scissors ♦ yellow and blue food coloring ♦ Q-tip

What to Do:

1. Cut the coffee filter in the shape of a shamrock.
2. Put water in two baby food jars.
3. Let children add yellow food color to one jar and blue to the other.
4. Give children Q-tips and let them mix the colors on the coffee filter. They will end up with very interesting green shamrocks.

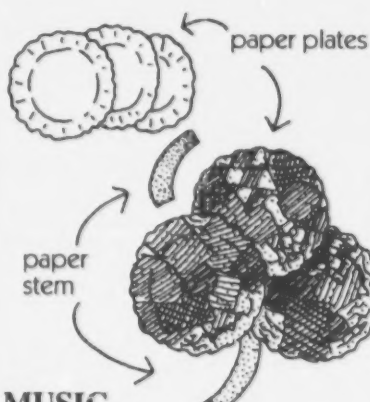
● Paper Plate Shamrock

You'll Need: 3 paper plates ♦ glue ♦ green crayons

♦ scissors ♦ green construction paper ♦ scraps of green paper: wrapping, tissue, wallpaper

What to Do:

1. Invite children to color all three paper plates green or glue scraps of green paper to them.
2. Cut a stem from green construction paper.
3. Show children how to glue the three paper plates together in a triangle type shape.
4. Then glue the stem at the bottom.



MUSIC

Two Songs

(Tune: "I'm a Little Teapot")

I'm a lucky leprechaun

Dressed in green,

The smallest man

That you've ever seen.

If you can catch me, it is told,
I'll have to give you my pot of gold!

I'm a little shamrock, count my leaves.

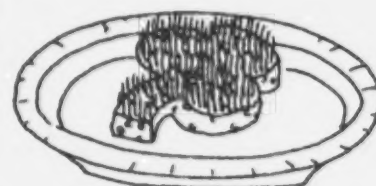
All my three petals if you please.
If you give me water and lots of sun,

I'll bring you good luck and lots of fun.

SCIENCE

● Sprouting Shamrocks

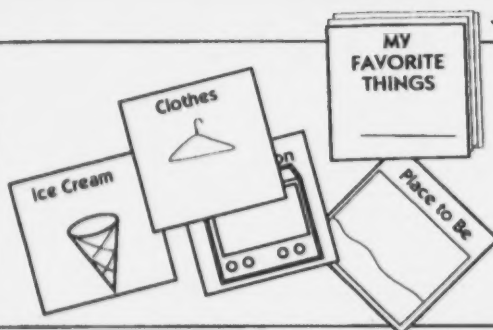
Cut shamrock shapes out of terry cloth or sponges, one for each child. Place these into an aluminum pie tin and add a little water. Let children sprinkle alfalfa seeds or grass seeds all over their shamrock. Let them observe these over the next few weeks as their shamrocks turn green.



● Sprouting Leprechauns

Give each child a plain paper cup. Have children make leprechaun faces on the sides of their cups with markers and add cotton beards. When the glue on the cotton has dried, let children fill their cups with potting soil and sprinkle on alfalfa seeds. Gently water. Place the leprechaun cups in a sunny spot and have children water them each day. Alfalfa seeds sprout quickly, and it won't be long before each leprechaun has a head of green "hair."





For People Who Care for Young Children

10 FAVORITE TIPS FOR MANAGING YOUR PROGRAM

We asked veteran early childhood teachers and directors for their favorite ideas to make your program run more smoothly. Here they are!

1 Treat Bucket Send a "Treat Bucket" home with a child the day before it's his turn to bring the snack to school. The bucket is really an ice cream pail with a handle. Cover the lid with printed contact paper and write your program name on the side of the pail with a marker. Inside the bucket is a slip of paper that says: *(Name) is signed up to bring snack on (Date). Please send a snack and napkins for (Number). Please remember that we serve low sugar snacks. Call me with questions.* (Kristi Franseen)



2 Naptime Tip Naptime transition is a smooth and quiet time with this little ritual. After lunch, conversation that is as quiet as possible and bathroom time (toilet, hand washing, and tooth brushing) prepares children for taking off shoes and

finding a favorite book to bring to their cot. When everyone is settled, I come along with baby lotion for everyone's hands, we share the book (one by one) and a little conversation, and naptime begins. All five senses have signals that it is time for the body to rest. (Jeannine Perez)

3 Tuneful Transitions Make transition times easier with music! Beginning in the morning, the first few beats of a lively song signal pick-up time. A bouncy beat helps make clean-up time lots of fun. Other musical selections signal other transition times (without a word from you). *Sesame Street* is background for quiet play, blocks, puzzles, manipulative, that require concentration instead of conversation. Favorite music is enjoyed while quieting down for naptime; but when it is naptime in earnest, classical music goes on. Children know instantly what to expect, and you will enjoy smooth transitions without frustrations! (Jeannine Perez)

4 Pockets Full of Tricks A bag (or pocket full) of tricks are handy. Get a smock with large pockets, and fill the pockets with "tricks." "Tricks" are non-fail, interest-catching songs, finger-plays, and activities, hard to remember when times are

stressful, but always popular with children. You can laminate the cards for sturdiness. Cards, changed from time to time, might include such ideas as "Make me a face that is happy, sad, angry, sleepy, frightened..." (very good while waiting in line), finger plays such as "*Five Little Monkeys Jumping on the Bed*," (good to use when everyone is at a table, and lunch is late), even silly little suggestions for morning transition times such as "pieces of scotch tape, passed around keep everyone happy for at least 10 minutes." (Jeannine Perez)

5 Playground Choo-Choo On the playground, it can be very hard to "round-up" children to go inside. In order to gather them up and get a head count, play this game. Choose one child at random. Ask that child to be the engine of the choo-choo. Wander all around the playground saying "*Choo-choo*" and making station stops; "*All aboard!*" Children get into the choo-choo line one behind another, forming a nicely spaced line. At the playground gate, you have an easy head count by collecting pretend tickets from each child. (Maxine Pincott)

MORE TIPS ON PAGE 4

KID FAVORITES

Here are just a few ways that you can encourage children to choose a favorite and tell everyone about it.

MINI-PAGE BOOK

You can photocopy the "pages" of this book directly from the following page. Have children do one page at a time. Collect all the pages until all are completed and then, cut apart and assemble with a ring or staple. These mini books make nice keepsakes, especially for Mother's and Father's Day gifts.



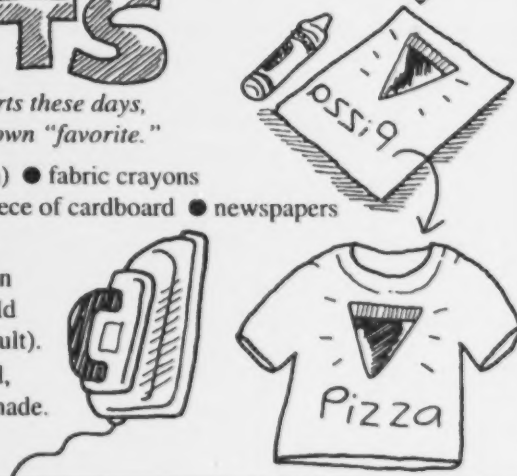
T-SHIRTS

With so many different sayings on T-shirts these days, it makes for fun for a child to make his own "favorite."

You'll Need: T-shirts (part polyester and part cotton; not all cotton) ● fabric crayons ● clean sheets of white paper ● iron (ADULT USE ONLY) ● piece of cardboard ● newspapers

What to Do:

1. Discuss with children some of their favorite things. Let children draw these things on a sheet of white paper. Make sure if a child wants to add words that they are printed BACKWARDS (by adult).
2. Place cardboard between the front and back side of the shirt and, following package directions, iron on the design the child has made.
3. Have a "favorites" T-shirt day. You make one, too!



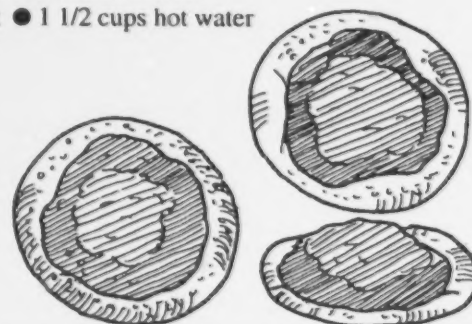
KID-SIZED FAVORITE PIZZA

Pizza seems to be the favorite food for a lot of young children. It has just the right combination of taste and textures and is fun to eat. Children will love the idea of making their very own kid-sized pizza.

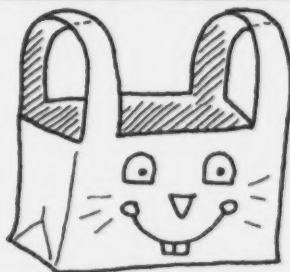
You'll Need: 1 package hot roll mix (Pillsbury) ● 2 tablespoons oil ● tomato sauce ● cornmeal ● mozzarella cheese ● cheese grater ● baking sheet ● 1 1/2 cups hot water

What to Do:

1. Combine contents of hot roll package in a bowl.
2. Stir in one and one-quarter cups of hot water.
3. Add oil and mix well.
4. Knead dough for five minutes until you have a ball of smooth elastic-like dough.
5. Give each child a ping-pong ball-sized piece of dough and let him shape it into a small circle on the baking sheet that has been lightly oiled and sprinkled with cornmeal.
6. Spoon on a little tomato sauce and sprinkle on some cheese.
7. Bake for 12-15 minutes in a 425° F oven.



CACFP credit= bread alternate & meat alternate (provided 1 ounce cheese is on each pizza)



For People Who Care for Young Children

CELEBRATE THE SPRING HOLIDAYS WITH BOOKS

This week, many people celebrate one of two holidays: Easter and Passover. These holidays are built around stories that tell of hope and rebirth. Both have eggs as important symbols. And both holidays are very special for children. Celebrate in your program with stories that act as springboards for art, games, and cooking projects.

PASSOVER

▲ *Sammy Spider's First Passover* by Sylvia Rouss (Kar-Ben) Sammy wants to help Josh find the afikomen (hidden matzah) but his mother reminds him, "*Spiders don't celebrate Passover. Spiders spin webs.*" His first attempt yields some surprising results.

Game: Looking for the Afikomen

Wrap matzah in a napkin and hide it for children to find just as they do in the story.

▲ *Matzah Ball Soup* by Joan Rothenberg (Hyperion) This warm, funny picture book combines a seder celebration with one extended family's special tradition. Grandma explains to Rosie why they each have to have four matzah balls in their chicken soup.

Recipe: Matzah Balls

You'll Need: 3 eggs ● 1/2 cup plus 1 Tbsp. matzah meal
● 1 tsp. salt ● 1/4 teaspoon white

pepper ● 2 cups canned chicken broth ● 2 cups cold water ● 4 cups canned chicken broth (Serves 4)

What to Do:

1. Crack the eggs, one at a time. Separate the whites from the yolks, placing the yolks into the small bowl and the whites into the 1-quart mixing bowl.
2. Using the electric mixer, beat the egg whites on high for 4 minutes until stiff.
3. Add the yolks. Continue to beat for an additional minute.
4. Slowly let children add the matzah meal to the mixing bowl, blending with the rubber spatula.
5. Blend in the salt and white pepper with the rubber spatula. Let the mixture stand for 8-10 minutes.
6. Pour two cups of chicken broth into the 2-quart saucepan. Heat on medium heat.

7. Pour the cold water into the glass bowl. (Children will use this to dip your hands in while rolling the matzah balls.)

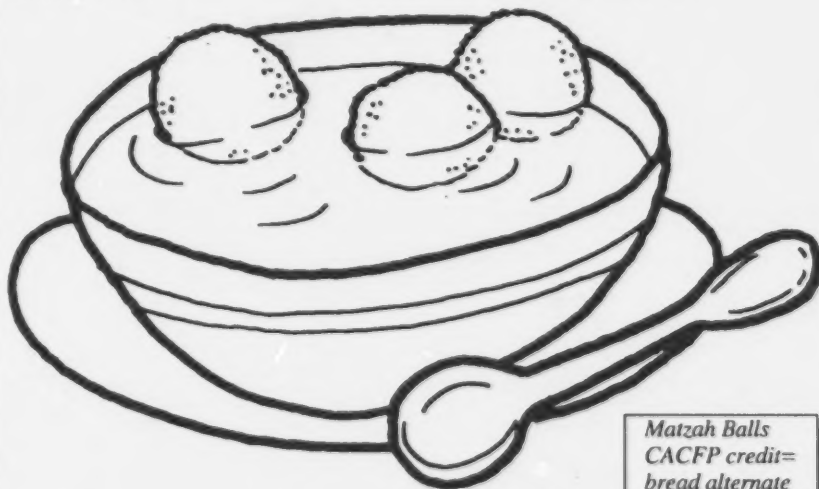
8. Divide the matzah mixture into 16 equal portions.

9. Let children roll them into round balls.

10. Place the balls into the heated chicken broth, one at a time. Cook five or six at a time for 12-15 minutes. When they are done, remove with slotted spoon and place on the plate.

11. When all the matzah balls are done, heat the four cups chicken broth in the 4-quart saucepan. Add the cooked matzah balls. Turn down the heat and simmer for 10 minutes.

12. Ladle heated broth into four soup bowls. Add four matzah balls to each bowl and serve.



Matzah Balls
CACFP credit=
bread alternate

EASTER

▲ *Country Bunny and the Little Gold Shoes* by Dubose Heyward (Houghton Mifflin) The country bunny becomes the Easter Bunny in spite of her responsibilities as the mother of twenty-one children. It is hard to believe that this very modern feminist tale was originally written in 1939.

Art: Paper Bag Bunny Basket

You'll Need: white paper lunch bag ● scissors ● stapler ● crayons or markers

What to Do:

1. At the open end of a flattened white paper lunch bag, draw some bunny ears along the outside edges. (A)
2. Fluff open the bag. Cut away the spaces between the ears on the sides as well as on the front and back. (B)
3. Staple the ears together at the top to form a pair of handles. (C)
4. Flatten the bag again. On the front side, draw a large bunny face. Then unfold the bag and the basket is ready to use. (D)

▲ *Rechenka's Eggs* by Patricia Polacco (Paper Star) Babushka, known for her exquisite hand-painted eggs, finds Rechenka, a wounded goose, and takes her home. When she's ready to try her wings again, Rechenka accidentally breaks all of Babushka's lovingly crafted eggs. But the next morning Babushka awakens to a amazing surprise.

Art: Decorating Eggs

TIE-DYED EGG

You'll Need: paraffin ● small brushes ● Easter egg dyes or food colors ● vinegar ● hard-boiled or blown-out eggs (see page 3)

What to Do:

1. Melt paraffin in double boiler set-up.
2. Let children paint wax in designs and pictures around hard-boiled or blown-out eggshells with a brush.
3. Dip eggs into dye or water diluted with food colors, each with 2 tsp. vinegar added. Let eggs set until completely colored to children's liking.

4. Remove eggs to see how wax resisted coloring. (To remove wax, hold egg near a lit candle. As wax melts, wipe it away with a soft cloth. This step is not necessary.)

PRINTED EGGS

You'll Need: flowers or leaves

- Easter egg dyes or food colors
- string or rubber bands
- old nylon stocking
- hard-boiled or blown-out eggs (see page 3)

What to Do:

1. Place a small flower or leaf over cooked or blown-out eggshell.
2. Cover completely and tightly with old nylon stocking piece. Secure with string or rubber band.
3. Place in a bowl of Easter egg dye or food coloring and vinegar. Remove when properly colored. Let dry completely. Remove stocking and leaf or flower and see print of it on eggshell.



NATURALLY DYED EGGS

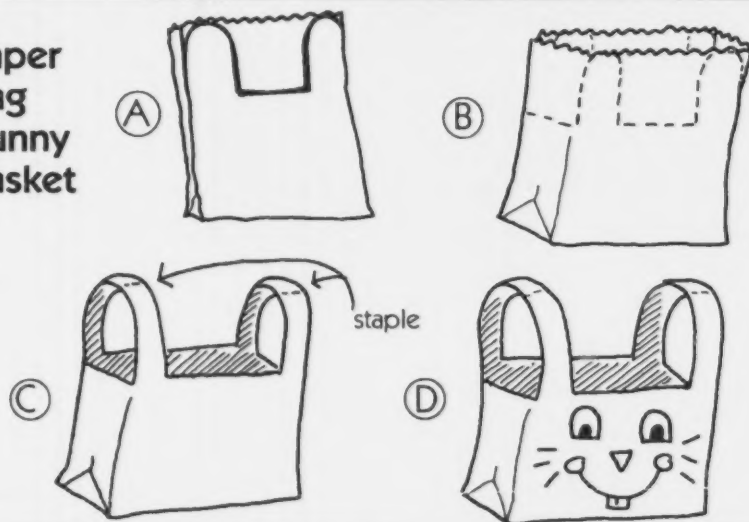
You'll Need: yellow onion skins

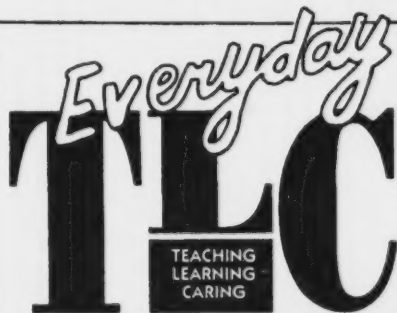
- cheesecloth
- string or rubber bands
- raw eggs

What to Do:

1. Wrap the yellow onion skins round a raw egg.
2. Cover tightly with cheesecloth and wrap string or rubber band around the egg.
3. Set into pan of water and slowly boil egg for 20 minutes.
4. Remove egg. Let dry for a few minutes. Unwrap the egg and it will have a yellow-brownish mottled shell.

Paper Bag Bunny Basket





YOU CHOOSE!

- ◆ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the *Nutrition Education & Child Care Food Program*
- ◆ Earn State Licensing Hours
- ◆ Do Both!!

Learn-At-Home Training for Child Care Professionals

*Over the course of a one-year subscription to **EVERYDAY TLC**, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA.* These same training modules have been approved for one hour each (total of 8 hours per year) toward your licensing hours in the following states:*

AK, AL, AR, CO, MA, OH, OK, OR, PA, RI, TX,
WY (16 hours)

It's Easy and Convenient:

- Step 1:** Review the continuing education self test and professional article in this issue of *EVERYDAY TLC*.
- Step 2:** Sit back, relax, and read through your issue of *EVERYDAY TLC*.
- Step 3:** Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!
- Step 4:** Remove your completed test sheets from *EVERYDAY TLC*. Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:

EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402

Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

- Cost:**
- ◆ CDA \$80 for all 8 tests (40 CDA clock hours)
 - ◆ State Licensing Hours \$5.50 per test
- OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a \$22.00 check or money order. (for state licensing hours only)

Note: The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.

Questions: Please call: 1-800-677-6644.

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

OBSERVING AND RECORDING

Observing and recording are useful tools in our bag of educational information. But like many tools they rust out and become useless if not used often. So make it a habit to observe and record something EVERY DAY! You can pick just one child a day or one child for two hours over the course of a week. Repeat these observations over a few months so that you have a complete picture of each child. Sometimes you need to focus on one aspect of a child's behavior. Do that, but remind yourself to keep an eye on the whole child at the same time. Record the information in a notebook, on index cards, or on looseleaf paper on a clipboard. It is more difficult to remember what happened at the end of a long, tiring day, so write as you go along.

1. Choose one child to observe during this week as the child interacts with books and other children and adults in the book corner. (If the child is very young, observe how she or he interacts with books as you read them aloud.) Find the answers to these questions.

How often does the child choose to play in this area?

What type of books does the child seem drawn to?

Does the child always ask an adult to read the books or does the child look through the books independently?

Does the child ever 'read' the books to others?

Does the child talk about the story or extend it into pretend play or creative artwork?

Does the child use other items in the Book Corner such as puppets or flannelboard stories?

Does the child recognize any letters or words in the story? Which ones?

How long does this area occupy the child's interest?

What activities, books, or props could you introduce to extend the child's interests?

2. Observe and record the actions of a child in the block area. Sit and interact with the child, letting him or her lead the conversation. Answer the following questions after playing with and observing the child.

What stage of block building is the child involved in? The first is manipulation, where children just carry blocks around. The second is piling blocks where children make vertical towers or horizontal roads. The third stage is creating structures by enclosing areas, then bridging blocks, and then doing actual designs or patterning. The fourth or final stage is when constructions become very elaborate or representative of actual buildings or structures.

Which of the following skills do you see demonstrated by the child as she or he uses the blocks?

- ☐ eye-hand coordination?
- ☐ counting skills?
- ☐ categorizing/classifying skills?
- ☐ descriptive language skills (*over, under, higher, longer, and so on*)

Can the child identify by name the various shapes of blocks? If not, how can you help child learn these?

Record a problem the child had while playing with blocks and how it was solved? _____

What did the child say about his or her block building? Record actual statements. What did you learn from these statements?

How do you plan to encourage the child into the next phase of block building? _____

3. After doing questions 1 and 2 in this test, share some things you've discovered about these children that you've observed that you were unaware of before you did this. Talk about how you intend to incorporate Observing and Recording into your plans. (Use another sheet for this answer if you wish.)

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____

☐ CDA ☐ TRAINING CERTIFICATE



IT'S ALL IN THE DETAILS

by Kathy Faggella



"They just love the housekeeping center." "They love to sing 'Itsy, Bitsy Spider.'" "They hate naptime." We all hear ourselves making these generalized statements about the children for whom we care. And, mostly they are true! Yet, by speaking and thinking like this, we sometimes dismiss the child who doesn't like playing in housekeeping or singing or who enjoys naptime! Sometimes we tend to lump our children together. This does a disservice to the child who has his own preferences, proficiencies, and priorities.

The only way that we can get to really know a child is by observing that child. We watch and listen to find out who the child is and what he does, where he is developmentally, what he is interested in, when is the best time to intervene in his learning and how best to help the child grow and develop. Observing and recording is a necessary and important skill for us as childcare specialists. By assessing what each individual child's needs and interests are, we are better able to plan an appropriate curriculum for that child providing for his cognitive, physical, and social/emotional development.

Observing and recording is best accomplished by keeping a 'running record' for each child based on daily accounts of what we see and hear him do and say as he interacts with others and with the materials in the environment.

There are many good checklists available for you to use. Find one

you like, keep it current and write in it consistently. You can, however, use the following questions as a basis for your observations. Sometimes it is easier to keep these items in mind rather than rely on a specific checklist each day. Either way, make sure you NEVER use these questions or the checklist items to formally test children. All information gathered should come from observing each child as he plays naturally.

Casually observe and then record the following information.

1. How often does the child like to play in a special area?
2. What materials/toys does the child most often use in his play?
3. Does the child prefer to play alone or in a small group of children?
4. Who are the children with whom the child likes to play?
5. Does the child use the materials in creative ways?
6. What skills does the child exhibit in a particular interest area?
7. Does the child seek out your help to play or accomplish a task?
8. How long does the child stay engaged with one activity?
9. What particular interests does the child exhibit that you can follow up with and build upon?
10. Does the child take an active, leadership role or a more passive, follower role with other children?
11. Does the child choose the same activities or role each day?
12. What is the child's response to any open-ended questions you ask about a topic he is interested in?

In addition, record statements the child makes to others or in answer to your open-ended questions. These will often reveal language and thinking skills.

Once you've gathered this information, make up a profile for each child. List acquired skills and, most importantly, specific suggestions to help the child grow. Incorporate a needed skill into your curriculum in such a way that a child will not be singled out but will get help and encouragement as he works along with others. For example, if a child is having difficulty using scissors, make a "Cutting Box" with three or four pairs of scissors tied onto a shallow cardboard box with long pieces of yarn. Put all kinds of papers into the box. Suggest that everyone help cut the papers so they can use them for collages. In this way, everyone gets to participate, yet you can assist anyone who needs special help.

Observation information can be used to help you decide what 'emergent curriculum' should be developed. It can also show you what interest areas are successful and which ones need changing or when to add new enriching activities.

Perhaps the best bonus is that you really get to know each child so that when you speak with a parent at conference time or informally, you have specific, documented information to relay. Parents will be very pleased to see that you know their children well.

GELATIN EGGS

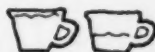
YOU'LL NEED:



1 package fruit
flavored gelatin



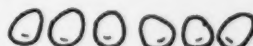
1 package
unflavored
gelatin



1 1/2 cups
cold water



masking tape



6 blown-out and rinsed eggs



empty egg carton



lettuce leaves



spoon

needle (ADULT
use only)



HOW TO BLOW OUT AN EGG

A



Make 2 holes in egg.

Make a small hole with a
needle at small tip of egg.

Make a hole about 1/2-inch at
bottom of egg.

B



Blow into small hole and
keep blowing until all the
egg is out of the shell.

WHAT TO DO:

1.

Mix the two gelatins in a pan
with water. ADULT heats
liquid on stove until gelatin is
dissolved.

2.

Place a piece of masking tape
over the small pinhole in the
egg shell.



3.

Use a spoon to pour warm
gelatin into the large hole.

4.

Set the filled egg shells in
the empty egg carton.
Let set about three hours
in the refrigerator.

5.

Crack the chilled egg shells
by rolling them on a table
and gently peeling them
with wet hands.

6.

Set the gelatin eggs on lettuce
leaves for a special effect.



from *Hands-On Cooking: Through the Seasons* by Kathy Faggella (First Teacher Press)

IN THE BOOK CORNER:

SCHOOL-AGE BOOKS FOR THE HOLIDAYS

PASSOVER

- 📖 *All About Passover* by Judyth Saypol Groner (Kar-Ben)
- 📖 *Pearl's Passover: A Family Celebration Through Stories, Recipes, Crafts, and Songs* by Jane Breskin Zalben (Simon & Schuster)
- 📖 *Matzah Ball: A Passover Story* by Mindy Avra Portnoy (Kar-Ben)

EASTER

- 📖 *Tony's Triumphant Journey* by Doyle Patton (Straight Row)
- 📖 *The Easter Egg Farm* by Mary Jane Auch (Holiday House)
- 📖 *Easter Parade* by Eloise Greenfield (Disney)

INFANT AND TODDLER CARE: Holiday Books

Infants and toddlers enjoy special books for this special time of year especially ones that are easy to hold and have big, bright interesting pictures and fun things to touch and do. Here are some suggestions.

- 📖 *Where Is the Afikomen?*
by Judith Saypol Groner
(Kar-Ben)

Here is a toddler treasure hunt for the hidden matzah—over, under, on top of, next to...

- 📖 *Happy Easter Baby*
by Elizabeth Hathon
(Grosset & Dunlap)

This book has hands-on touch and feel pages and even a lift-the-flap Easter Egg Hunt.

- 📖 *Funny Bunnies* by Tui T. Sutherland (Grosset & Dunlap)

This is a chunky book that little ones love with charming photos of all kinds of rabbits.

- 📖 *Hide and Go Peep* by Tui T. Sutherland (Grosset & Dunlap)

Here is another chunky book with photographs. The hunt for three mischievous chicks introduces your youngest children to different baby animals on a farm.

- 📖 *Peter Cottontail* by Karen Lee Schmidt (Grosset & Dunlap)

This is a board book with wonderful drawings that invite children to join in an Easter Egg hunt.

- 📖 *Bunny's Easter Eggs*
by Helen Rossendale (Cartwheel)
- Babies and toddlers can help Bunny find her homemade chocolate Easter Eggs by lifting flaps, turning wheels, and sliding tabs.



Ideas: Jeannine Perez

Art: Nina Woldin, Debby Dixler, Catherine Minor

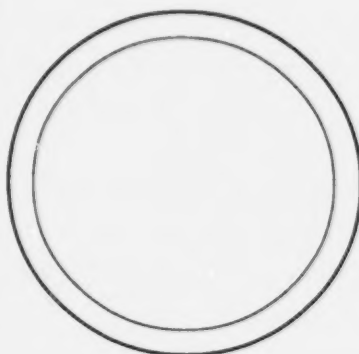
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**MY
FAVORITE
THINGS**

by

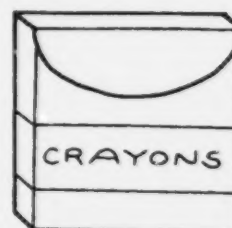
1.

Food



2.

Color



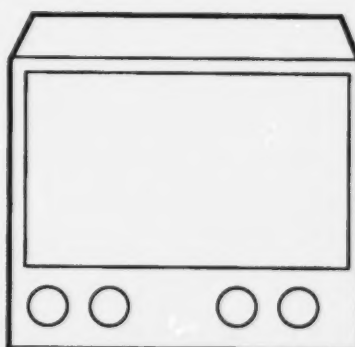
3.

Clothes



4.

TV Program



5.

Book



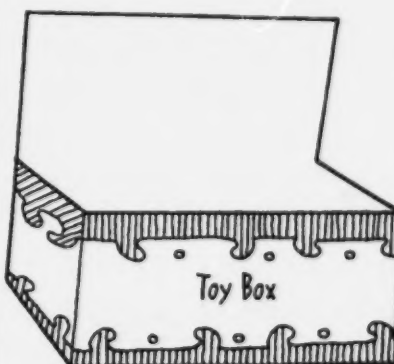
6.

Ice Cream



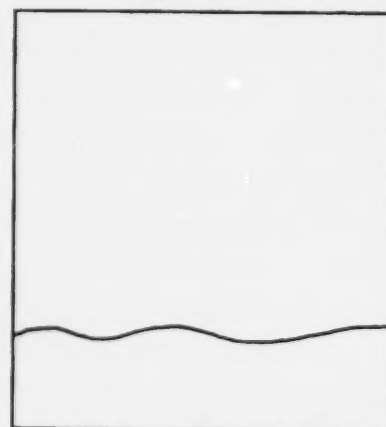
7.

Toy



8.

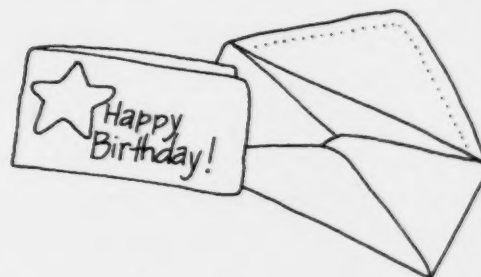
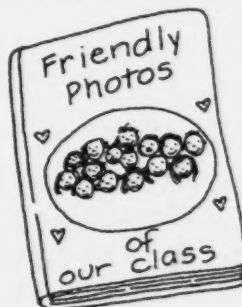
Place to Be



9.

adapted from an activity in *First Teacher Magazine* by Kathy Faggella (First Teacher Press)

MORE TIPS FROM THE PROS



6 Please Save Me Give parents a "Want Ad" list. It is a list of things you want them to save at home (mostly things used in art projects) and a list of things to look for at garage sales (dress-up center objects, wooden puzzles...). Parents like having the specific list and are eager to help find the things you need to help their children learn and be creative. (Kristi Franseen)

7 Friendly Fotos It is hard for children, teachers, and parents to get to know one another. To help strengthen this bond, you can use a "friendly photo" album. Inside provide a snapshot of yourself and each child. Underneath each photo is a description of everyone's likes and dislikes. Suggestions: color, food, toy, favorite activity at home and at school. Each Friday, the album goes home with a different child to be read together with the parent. After the album has gone home with everyone, fill the rest of the pages with snapshots of special happenings in your program such as holiday parties, birthday parties... Then send the album around again. (Tammie Casciato)

8 Birthday Cards Parents will thank you for sending their child a card. Children get so excited to get mail of their very own. Trying to keep everyone's birthdays in mind is not a problem because of the following system. At the beginning of the year, address an envelope to each child. Then put the birth date in the upper right hand corner. Next put the envelopes in chronological order. Keep the envelopes in your desk and check them every so often to see when a birthday is coming up. Then mail each card a few days before the child's birthday. For birthday cards, you might use gift certificates from a school supply store and regular business envelopes. (Kristi Franseen)

9 Is Today Fluffy Friday? Most pre-schoolers cannot tell you the name of the day. But if you hold up a finger puppet and ask for his day, the response will be: "Mumbly Monday!" Make finger puppets for each day of the week. Mumbly Monday (thumb), Toot Toot Tuesday (pointer), Wacky Wednesday (middle), Thankful Thursday (ring), and Fluffy Friday (pinky).

These days-of-the-week puppets live in a box and each day the calendar helper decides who gets to come out of the box. Then we get out yesterday's puppet and tomorrow's puppet and, on Fluffy Friday all of the puppets come out. Beware; children will want to know where Silly Saturday and Sleepy Sunday are!!



10 What Did You Do Today? This is usually the first question that a child is asked when he arrives home from school and most often the reply is "Nothing." You know Johnny did something, so why isn't he telling? Maybe Johnny's memory skills need a workout before he leaves school! A wonderfully fun way to do this is to assemble children in a large group at the close of the day. Let them go by asking questions such as: "What did we do this morning?" If they can name one thing they did during the morning, they may go get their belongings to go home (or outside to play).

Ideas: Jeannine Perez

Art: Debby Dixler, Catherine Minor

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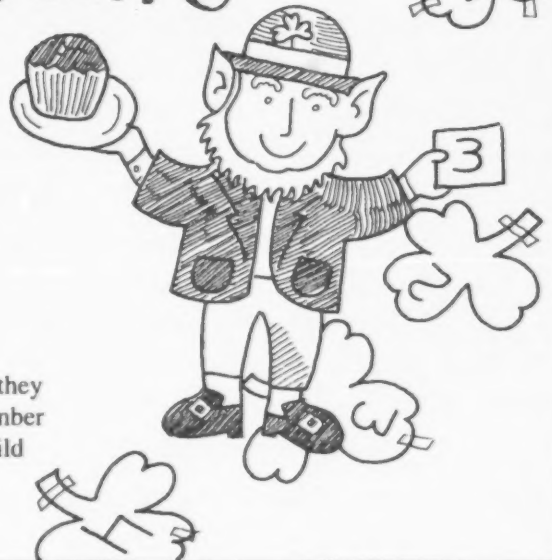
FUN & FOOD

St. Patrick's Day Cupcake Walk

You'll Need: cupcake with green frosting and sprinkles for each child ♦ large sheets of newsprint ♦ tape ♦ index cards ♦ paper bag ♦ Irish Jig music

What to Do:

1. Cut large shamrocks out of newsprint. Write a number on each one.
2. Write the same numbers on index cards. Place these in the paper bag.
4. Tape shamrocks to the floor.
5. When the music starts, invite children to walk around the room stepping on each of the numbers as they go. When the music stops, children should step on the number closest to them. Pull a number from the bag and let the child standing on that number choose a cupcake and sit down.
6. Continue until every child has a cupcake.



Leprechaun's Magic Potion

You'll Need: lemonade Kool-Aid (unsweetened package) ♦ sugar ♦ blue food coloring ♦ chalkboard or chart paper

What to Do:

1. Before children come in the room, write the "recipe" on the chalkboard or on some chart paper.
2. "Mysteriously" find the recipe and tell children you are going to need their help to make the magic potion.
3. Already have the Kool-Aid and sugar mixed together in a container marked MAGIC POTION.
4. Invite children to help you mix up the magic potion and water.
5. After it is mixed, add 3 or 4 drops of blue food coloring, which of course turns the drink green.
6. Enjoy the magic potion with your cupcakes.



BOOK CORNER:

IN THE

- ① *St. Patrick's Day in the Morning*
by Eve Bunting (Ticknor & Fields)
- ① *St. Patrick's Day* by Gail Gibbons
(Holiday House)
- ① *Jack and the Leprechaun*
by Ivan Robertson (Random House)
- ① *Tim O'Toole & the Wee Folk*
by Gerald McDermott (Puffin)



AFTER-SCHOOLER IDEAS: Leprechaun Learning

ST. PATRICK'S DAY WORD FIND

Take a St. Patrick's Day related word such as *shamrock*, *leprechaun*, *rainbow*, etc. and find as many little words as possible before the timer runs out.

Example: *shamrock* Words: *rock, ram, ham, sock, mock, shock, am, ma, cram...*

Example: *rainbow* Words: *rain, bow, win, bin, no, in, an, ban, won, now, nab...*

shamrock

ST. PATRICK'S DAY SCRAMBLE

You'll Need: index cards ♦ paper bags

What to Do:



1. Choose a St. Patrick's Day word such as *St. Patrick*, *shamrock*, *leprechaun*, *rainbow*.... Write the letters of the word on individual index cards. Do this twice, making two sets. Put each set in a brown paper bag.
2. Divide children into teams. Give each team a bag. The first team to figure out the word in the bag wins.

HOW MANY COINS

You'll Need: large glass jar filled with chocolate gold coins ♦ small pieces of paper ♦ hat or paper bag ♦ pencil ♦ lollipop wrapped in gold foil

What to Do:

Have children write their name on a small piece of paper and their guess as to how many coins are in the jar. The child who guesses the right number, or comes closest, gets a 'lucky' lollipop. The candy in the jar is then divided among all the children. A variation would be that the winner takes the jar of candy home to share with her family.

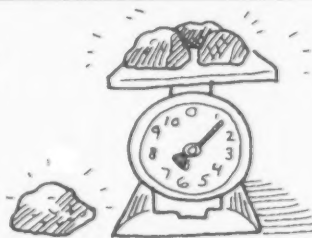
WEIGHING GOLD

Collect many various sized rocks and spray paint them gold. Set out the nuggets of "gold" and a scale. Let children weigh the gold nuggets individually and then together. Ask questions such as:

"How much do four nuggets weigh?"

"How many nuggets does it take to make a pound?"

"Which weighs more: these three nuggets or this book?"



Ideas: Jeannine Perez

Art: Nina Woldin, Catherine Minor, Debby Dixler

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Unusual Umbrella—
closed

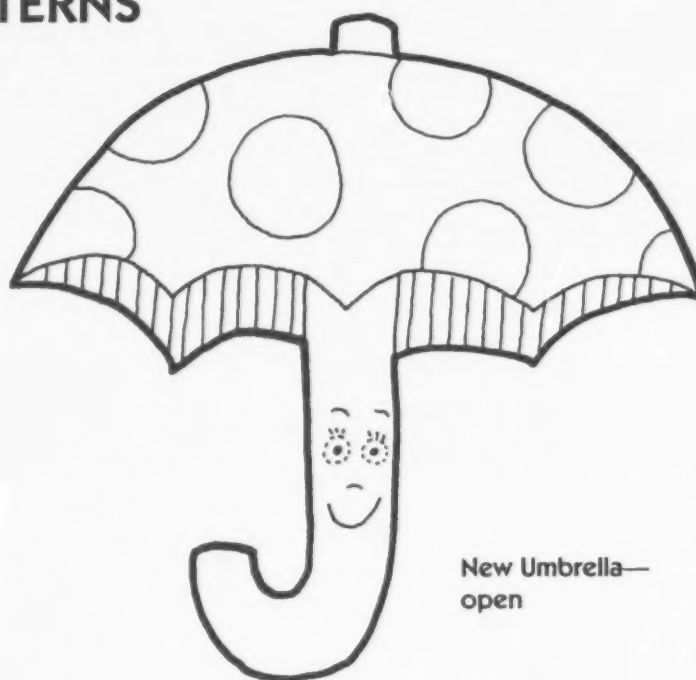


Unusual Umbrella—
open

PATTERNS



New Umbrella—
closed



New Umbrella—
open



closet shelf— place shelf within a large grey felt rectangle to suggest a closet if you wish

from *Alpha Stories* by Mary Beth Spann Minucci (First Teacher Press)

BOOK CORNER:

IN THE

- ① *Splosh!* (Inkpen, Mick, Little Kippers)
by Mick Inkpen (Red Wagon)
- ① *Red Rubber Boot Day*
by Mary Lynn Ray (Harcourt Brace)
- ① *A Day with May* by Nat Gabriel
(Reader's Digest)
- ① *Come on Rain* by Karen Hesse
(Scholastic)
- ① *Rain* by Manya Stojic (Crown)
- ① *Listen to the Rain*
by James Endicott (Henry Holt)



FOLLOW-UP ACTIVITIES

◆ Try this movement exercise on a rainy day when outdoor play is impossible. Tell children to pretend that they are umbrellas tightly closed up in a dark closet. (One arm extended up can represent the curved handle of the umbrella.) It begins to rain outside, slowly at first, then faster. Beat raindrop rhythms on a drum. Someone takes the each umbrella from the closet and pops it open. (Children can extend arms to represent open umbrellas.) Once open, the umbrellas are carried high (tiptoes), low, (bent knees), fast, slow, to the left, or to the right. Finally, the umbrellas come home again, are set on the floor to dry. Then they are closed up tightly and hung back in the quiet, dark closet.



◆ Make Drippy Paintings.

Have children paint familiar outdoor scenes and then sprinkle them with raindrops created by dipping a toothbrush in blue paint, holding the brush over the paintings, and raking the bristles with a wooden stick. Be sure to wear "smock rain coats" for this activity.

Ideas: Mary Beth Spann Minucci

Art: Debby Dixler, Catherine Minor

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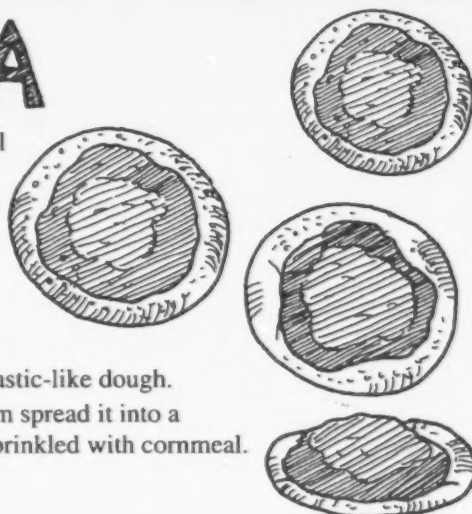
RECIPES FOR MARCH

KID-SIZED PIZZA

You'll Need: 1 package hot roll mix (Pillsbury) • 2 tablespoons oil
• tomato sauce • cornmeal • mozzarella cheese • cheese grater
• baking sheet • 1 1/2 cups hot water:

What to Do:

1. Combine contents of hot roll package in a bowl.
2. Stir in one and one-quarter cup hot water.
3. Add oil and mix well.
4. Knead dough for five minutes until you have a ball of smooth elastic-like dough.
5. Give your child a ping-pong ball-sized piece of dough and let him spread it into a small circle on the baking sheet that has been lightly oiled and sprinkled with cornmeal.
6. Spoon on a little tomato sauce and sprinkle on some cheese.
7. Bake for 12-15 minutes in a 425° F oven.

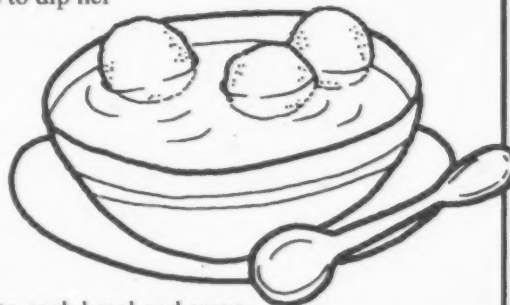


MATZAH BALL SOUP

You'll Need: 3 eggs • 1/2 cup plus 1 Tbsp. matzah meal • 1 tsp. salt • 1/4 teaspoon white pepper
• 2 cups canned chicken broth • 2 cups cold water • 4 cups canned chicken broth (Serves 4)

What to Do:

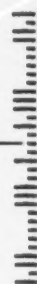
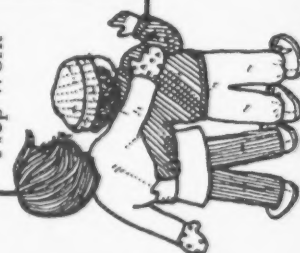
1. Crack the eggs, one at a time. Separate the whites from the yolks, placing the yolks into the small bowl and the whites into the 1-quart mixing bowl.
2. Using the electric mixer, beat the egg whites on high for 4 minutes until stiff.
3. Add the yolks. Continue to beat for an additional minute.
4. Slowly let your child add the matzah meal to the mixing bowl, blending with a rubber spatula.
5. Blend in the salt and white pepper with spatula. Let mixture stand for 8-10 minutes.
6. Pour two cups of chicken broth into the 2-quart saucepan. Heat on medium heat.
7. Pour the cold water into the glass bowl. (Your child will use this to dip her hands in while rolling the matzah balls.)
8. Divide the matzah mixture into 16 equal portions.
9. Let your child roll them into round balls.
10. Place the balls into the heated chicken broth, one at a time. Cook five or six at a time for 12-15 minutes. When they are done, remove with slotted spoon and place on the plate.
11. When all the matzah balls are done, heat the four cups chicken broth in the 4-quart saucepan. Add the cooked matzah balls. Turn down the heat and simmer for 10 minutes.
12. Ladle heated broth into four soup bowls. Add four matzah balls to each bowl and serve.



PLANS FOR MARCH



Activity	Week of March 4	Week of March 11	Week of March 18	Week of March 25
Circle Time				
Free Choice				
Learning Centers				
Creative Art Activity				
After-Schoolers				
Prep Work				



XXXXXXXXXXXXXXXXXXXXXXXXXXXXMIXED ADC 530
 KAREN SMITH
 ERIC/EECE UNIV OF IL
 51 GREY DR
 CHAMPAIGN IL 61820



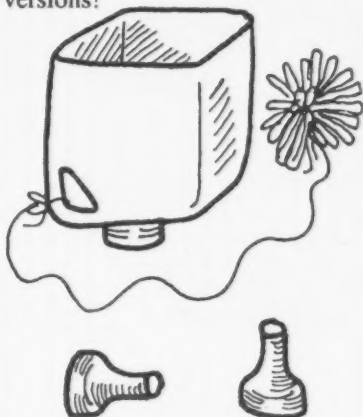
April 2002

For People Who Care for Young Children

THE BEST WAY TO LEARN

1. Preschool children love to play and playing games is the best way to learn the necessary skills in the emotional, social, intellectual, and physical areas of development.

2. Simple equipment for games for your program can be found from common objects such as cut-off gallon milk jugs for catching yarn or paper balls; plastic lids for ring toss, etc. And, leftover pieces from board games can be used to create new versions!



3. For every theme, you can make related photocopies of games such as mazes, dot-to-dot pictures, color-by-number, or letter pictures for free use by children.

4. In playing old favorite party games such as Musical Chairs, don't remove any chairs. Children under five have a hard time with winners and losers.

5. Try keeping a file box or ring of cards that contain games you can use for rainy days, individual activity periods where children finish at different times, or transitions. Your co-workers or parent volunteers will especially appreciate these.

6. Table games such as Lotto and Concentration are easy to make for each holiday throughout the year. Use matching stickers on cardboard cards and laminate them.

7. When playing circle games such as Duck, Duck, Goose, divide the group into two smaller groups so that everyone gets their turn more quickly. Adapt that game to every season, for example, Elf, Elf, Leprechaun.

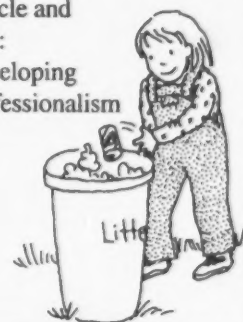
8. Cleaning up board games and table games can be a learning experience if the parts are outlined and labeled on the bottom of the game box. (This helps to make sure all pieces are put away, too!)

9. Let children create their own mazes with chairs and boxes. They can make board games with spinners and tossing games with foam balls.

10. Have fun playing games with children. (Enthusiasm is contagious!) And, remember, anything worth doing is worth doing again!

THIS MONTH IN EVERDAY TLC:

- Games to Make and Play
- Playground Safety
- A Playground Story with Patterns to Make a Feltboard Story
- Celebrate Earth Day
- Professional Article and Test:
Developing Professionalism



BOOKS TO READ



IN THE PLAYGROUND

- 📖 *Playtime Maisy* by Lucy Cousins (Candlewick)
- 📖 *Up the Ladder, Down the Slide* by Allyn M. Johnson (ed.)
- 📖 *Playtime for Zoo Animals* by Caroline Arnold (Lerner)

GAMES

- 📖 *Jumanji* by Chris Van Allsburg (Houghton Mifflin)
- 📖 *Brain Quests for Threes* by Chris Welles Feder (Workman)
- 📖 *The Book of Card Games for Little Kids* by Gail MacColl (Workman)
- 📖 *The Amazing Game Board Book* by Shereen Gertel Kutman (Innovative Kids)
- 📖 *CDC* by William Steig (Farrar, Straus, & Giroux)

EARTH DAY

- 📖 *Earth Day* by David F. Marx (Children's Press)
- 📖 *Let's Celebrate Earth Day* by Connie and Peter Roop (Millbrook Press)
- 📖 *Every Day Is Earth Day* by Kathy Ross (Millbrook Press)
- 📖 *Earth Day: Keeping Our Planet Clean* by Elaine Landau (Enslow)

TEACH SAFETY RULES TO YOUR CHILD

It's spring and everyone wants to play outdoors—all the time! It's a good time to make a safety check of your outdoor play space if you have one and also go over safety rules with your child. There are tips for home and public playground safety from the US Consumer Safety Commission, on its web site: www.cpsc.gov. Go to SEARCH and type in *playground safety*.

BIKE AND TRIKE SAFETY

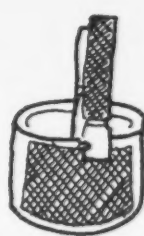
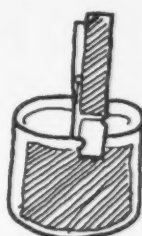
Bikes and children go together. Bikes excite children—whether it's a sense of being older and able to

try something different or moving fast; whatever the reason, bikes do fascinate them. It's important to develop a list of safety rules for riding bikes to prevent accidents and insure safe use. Discuss the rules with your child. Some rules you might want to talk about are:

- One person on one bike—no passengers;
- Ride the bike only in a special riding area;
- Be careful of people walking and objects such as the curb, trees, rocks;
- Sit down while riding.

PLAYGROUND SAFETY RULES FOR CHILDREN

- ▶ Wheel toys belong on cement; people on the grass.
- ▶ Hold onto swings with both hands; always stay sitting on your bottom.
- ▶ Tell me (a grownup) if you find a broken toy or glass.
- ▶ Tell me (a grownup) if you see an ant or a bee.
- ▶ Slide down the slide feet first.
- ▶ Tell me (a grownup) if the slide is too hot to slide on. (NOTE: You can then water the slide down or give your children a towel to slide on. Shiny metal slides facing south get hot enough to burn very easily.)
- ▶ Use two hands whenever playing on the climbing tree or jungle gym.
- ▶ Sand is for digging and building with; it may not be thrown.



For People Who Care for Young Children

GAMES ARE FOR LEARNING

Games, fun, and children are go-togethers. These games also have a serious side as they help children to understand concepts and themes. Physical games enable children to encourage their minds and bodies to work together. With a little imagination, you can turn everyday activities into games. Here are some games for you to try all day long.

THEMES

▲ To introduce a farm theme, try *Now You See It, Now You Don't*. Place a toy barn with the animals in front of children on the floor. Point to and name each animal with children. Place a "magic scarf" over the animals and take one away. Lift the scarf and ask children which animal is missing. Encourage them to name the animal and to find the place where it stood. You might ask what sound this animal makes. Continue until all children have had a turn.

▲ For a spring theme, gather many different seed packets (two of each kind) and spread them out on a table. Ask one child to choose a packet. Ask another child to find a matching packet. Let each child have a chance to find a match. (Nurses will often give you packets from last year.)

CONCEPTS AND SKILLS

▲ Colors and patterns can also be made into games. Cut out squares of wallpaper using both solid colors and repeating patterns. Look for plaids and stripes. Let children take turns finding the matching patterns. For a variation, try a memory game and turn all the squares face down. Each child turns one card over, trying to remember where the matching card was.

▲ Turn *Duck, Duck, Goose* into a color game. Give a small colored card to the child running around the circle. As that child sits down in the empty spot, she holds the color up for all to name.

▲ Another fun game is *Color Jump*. For this game, arrange colored carpet squares, colored construction paper, or interlocking mat squares in a large rectangle. The squares should be large enough for each child to jump on with two feet. Begin by asking one child to jump on all the red squares and then jump out. Vary the color pattern with each child.

▲ *Counting Time* is fun to use with a small group of children at circle time. Count children and place the same number of colored blocks (use only two colors) in the center. Now count just the boys using one of the same colored blocks for each boy. Do the same for the girls with the other color.

Place these blocks side by side with the boys in one line, girls in the other. Ask if there are more boys or girls. The colored blocks make it easier for children to understand one-to-one correspondence. For a different twist, ask one child to leave the area. Take one block away. How many are left? What happens when that child comes back?

▲ Use several colors of these same blocks for a sequencing game. Place three blocks, using two colors, in a pattern: red/blue/red. What color comes next? Make different patterns by adding more colors as children increase their skill.

▲ Are you working on shapes? Then play *Shape, Shape, Find the Shape*. Place a shape on the floor. Invite a child to find an object with that same shape and place it on the floor by the shape. Let each child have a turn using different shapes.

▲ When it comes to number time, try *Number in the Circle*. Make two circles with masking tape on the floor. Place a card with a number in each circle. Ask a child to find the same number of toys as the printed number in each circle. Place these toys in the correct circle. You might want to substitute colored squares for numbers. Just ask someone to find an object in the room with a matching color.

MORE LEARNING GAMES

LANGUAGE ARTS

◆ Many nursery rhymes can be turned into mini plays. *Little Miss Muffit* works well for this type of activity. One child sits on a chair pretending to eat while the "spider" comes crawling across the floor on cue to "frighten" her. Miss Muffit runs away. Chant the rhyme as children act it out.

◆ *Jack Be Nimble* is a good jumping game for circle time. Place a short stubby unlit candle in a holder on the floor. Children chant the rhyme while "Jack" jumps over the candle. Stress the word *over* to reinforce this concept.

◆ *Hickory, Dickory, Dock* can also be used this way. One child, the clock, stands in the center of the circle. As children say the word *mouse*, the "clock" chooses a child

who crawls to the "clock" and stands up. Everyone claps their hands on the word *one* and the "mouse" runs back to his place in the circle.

OUTSIDE TIME

◆ Play shadow tag, having children step on each other's shadow instead of tagging. Help children to become aware of the way shadows change depending on where they stand. Ask:

"Why did your shadow disappear?" "Why does it grow long?"

"Why do you think you have a shadow?" Encourage children to ask their own questions about this magical happening.

◆ Bouncing balls make throwing and catching balls more fun and adds to the learning also. While you play ball, count the number of

bounces the ball makes as it goes back and forth. Encourage rhythmic patterns to the bounces as children become more skilled and confident.

◆ The simple game of bean bag toss can provide so many learning possibilities. Try these and then create your own variations.

CONCEPTS: Toss the bean bags on numbers, shapes, under and over rope, and between two chairs.

COLORS: Toss bean bags into colored hoops or onto colored squares.

MUSIC/FOLLOWING

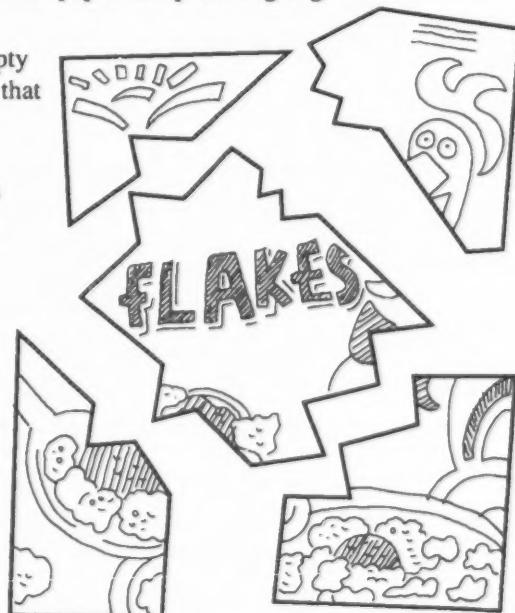
DIRECTIONS: Play a music tape while children pass a bean bag around the circle. When the music stops, the child holds onto the bean bag. Start the music again and continue.

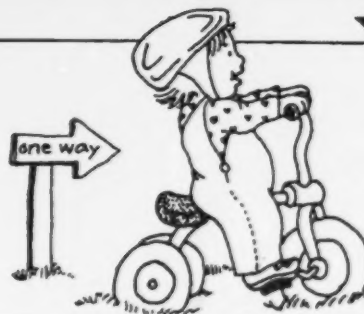
Boxy PUZZLES

You'll Need: empty cereal and cookie boxes ● scissors (ADULT USE ONLY) ● felt tip pen ● clear contact paper ● zip-locking bag

What to Do:

1. Cut off the front panels of empty cereal and cookie boxes, ones that children will recognize.
2. Cut each panel into zig-zag pieces. The amount of pieces should vary according to the age and skill levels of the children.
3. Code the back of your pieces with a number such as all the pieces to the first box could be labeled with the number 1; another puzzle front could be all be number 2.
4. For durability, laminate or cover pieces with clear contact paper. Store each puzzle in a zip-locking bag.





For People Who Care for Young Children

THINK SAFE THIS SPRING

It's spring and everyone wants to play outdoors—all the time! It's a good time to make a safety check of your outdoor play space and also go over safety rules with your children. To help, we have provided a checklist below from the US Consumer Safety Commission. These are tips for Home Playground Safety; if you take your children to a public playground, you can also check it out for safety with hints found on their web site: www.cpsc.gov. Go to SEARCH and type in *playground safety*.

HOME PLAYGROUND SAFETY CHECKLIST

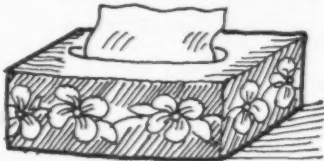
- ☒ 1. Install and maintain a shock-absorbing surface around the play equipment. Use at least 9 inches of wood chips, mulch, or shredded rubber for play equipment up to 7 feet high. If sand or pea gravel is used, install at least a 9-inch layer for play equipment up to 5 feet high. Or, use surfacing mats made of safety-tested rubber or rubber-like materials.
- ☒ 2. Install protective surfacing at least 6 feet in all directions from play equipment. For swings, be sure surfacing extends, in back and front, twice the height of the suspending bar.
- ☒ 3. Never attach or allow children to attach ropes, jump ropes, clotheslines, or pet leashes to play equipment. Children can strangle on these.
- ☒ 4. Check the hardware, like open "S" hooks or protruding bolt ends, which can be dangerous.
- ☒ 5. Check for spaces that could trap children, such as openings in guardrails or between ladder rungs. These spaces should measure less than 3 1/2 inches or more than 9 inches.
- ☒ 6. Make sure platforms and ramps have guardrails to prevent falls.
- ☒ 7. Check for sharp points or edges in equipment.
- ☒ 8. Remove tripping hazards such as exposed concrete footings, tree stumps, and rocks.
- ☒ 9. Regularly check play equipment and surfacing to make sure both are in good condition.
- ☒ 10. Carefully supervise children on play equipment to make sure they are safe.

MORE SAFETY TIPS

SANITATION

As children spend more time outdoors, chances for spreading and acquiring germs outside increases as well. Here are some tips to reduce the chances!

- Put a cover over sandboxes at the end of the day so neighborhood cats, dogs, rabbits, squirrels, raccoons, or opossum cannot leave feces in the box.
- Put fresh water in an outdoor water table daily. Children should thoroughly wash their hands before and after playing in the water table.
- Keep a box of facial tissues outside for easy use. Children have runny noses all times of the year!



CHECK OUT NATURE

- Be sure to check the natural environment of your play space. Do you have bushes or shrubs that might have poisonous berries? If so, replace them with a non-toxic plant.
- Check for bee hives or stinging ants that are too near children's play spaces. (Some children may be allergic to bee stings; these can be fatal in severe cases.)

FIRST AID KITS

A first aid kit should be available for outdoor use. It is very handy to fill a fanny-pack with basic first aid materials (including one-time-use plastic gloves.) This leaves your hands free during outdoor play, and is easy to take on neighborhood walks or field trips.

BE PREPARED FOR ACCIDENTS

Even in the best of programs, accidents do happen. It is important to be prepared for these emergencies. Be sure at least one person who is CPR certified is on the premises at all times. If you have a pool in your play area, it should be fenced in with a lock. Whenever the pool is in use, a certified life guard should be on duty.

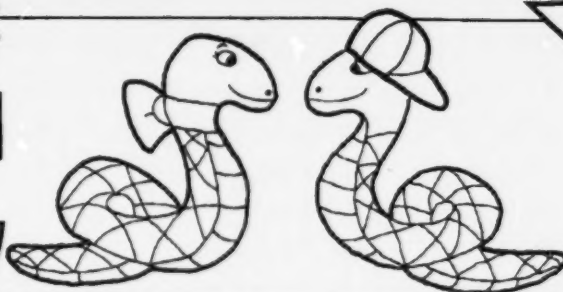
REMIND CHILDREN OF BASIC SAFETY RULES

As you increase the time you spend in outdoor play, be sure to go over basic outdoor safety rules during group time. It is always best to tell children what they CAN do by putting rules in a positive format. Try some of the following rules.

SAFETY RULES FOR CHILDREN



- ▲ Wheel toys belong on cement; people on the grass.
- ▲ Hold onto swings with both hands; always stay sitting on your bottom.
- ▲ Tell me (a grownup) if you find a broken toy or glass.
- ▲ Tell me (a grownup) if you see an ant or a bee.
- ▲ Slide down the slide feet first.
- ▲ Tell me (a grownup) if the slide is too hot to slide on.
(NOTE: You can then water the slide down or give children towels to slide on. Shiny metal slides facing south get hot enough to burn very easily.)
- ▲ Use two hands whenever climbing the climbing tree or jungle gym.
- ▲ Sand is for digging and building with; it may not be thrown.



For People Who Care for Young Children

SARA SNAKE AND THE SEESAW

Now that it's spring, everyone wants to play outdoors! Young children, especially those who are learning to seesaw themselves, will love this charming original story. You can also use it when introducing the letter S. AND there are patterns that you can use to recreate the figures from the story. Photocopied and cut out with felt or magnetic tape stuck on the back, these pieces will invite your children to try their hand at storytelling. There are questions about the story and follow-up activities on the next pages. *Have fun!*

Once upon a time, there was a little snake named Sara who loved to watch children on the playground near school.

One day, when Sara saw the children swinging on the swings, sliding on the slide, and soaring up and down on the seesaw, she thought, *"I want to try those things, too."*

So, when all of the children had gone home for supper, Sara slithered on to the playground. She had a super time swinging on the swing and sliding down the slide, but more than anything else, she wanted to soar up and down on the seesaw.

She slithered over to it and sat on the seat at the low end. She held onto the handle and waited for the seesaw to ride up and down. But nothing happened.

Sara thought to herself, *"Maybe this side of the seesaw is stuck. I'll slither over and try the other side that is up in the air."* So Sara slithered to the middle of the seesaw and slowly headed toward the side that was up in the air. She sat on the seat, held onto the handle and waited for the seesaw to ride up and down. But, nothing happened. And, to make matters worse, Sara was once again sitting on the low end of the seesaw.

Just then, Steve Snake slithered by. *"Hi, Sara,"* he called. *"What's up?"*

"I'd like to be up," said Sara, *"up in the air on this seesaw, but whenever I sit on the seat, nothing happens. The children make it go up and down all the time!"*

"I bet I can save the day," said Steve. And with that, he picked up a large stone and placed it on the empty seat high in the air. The stone pushed the seat down, so Sara soared up high. But there she stayed.

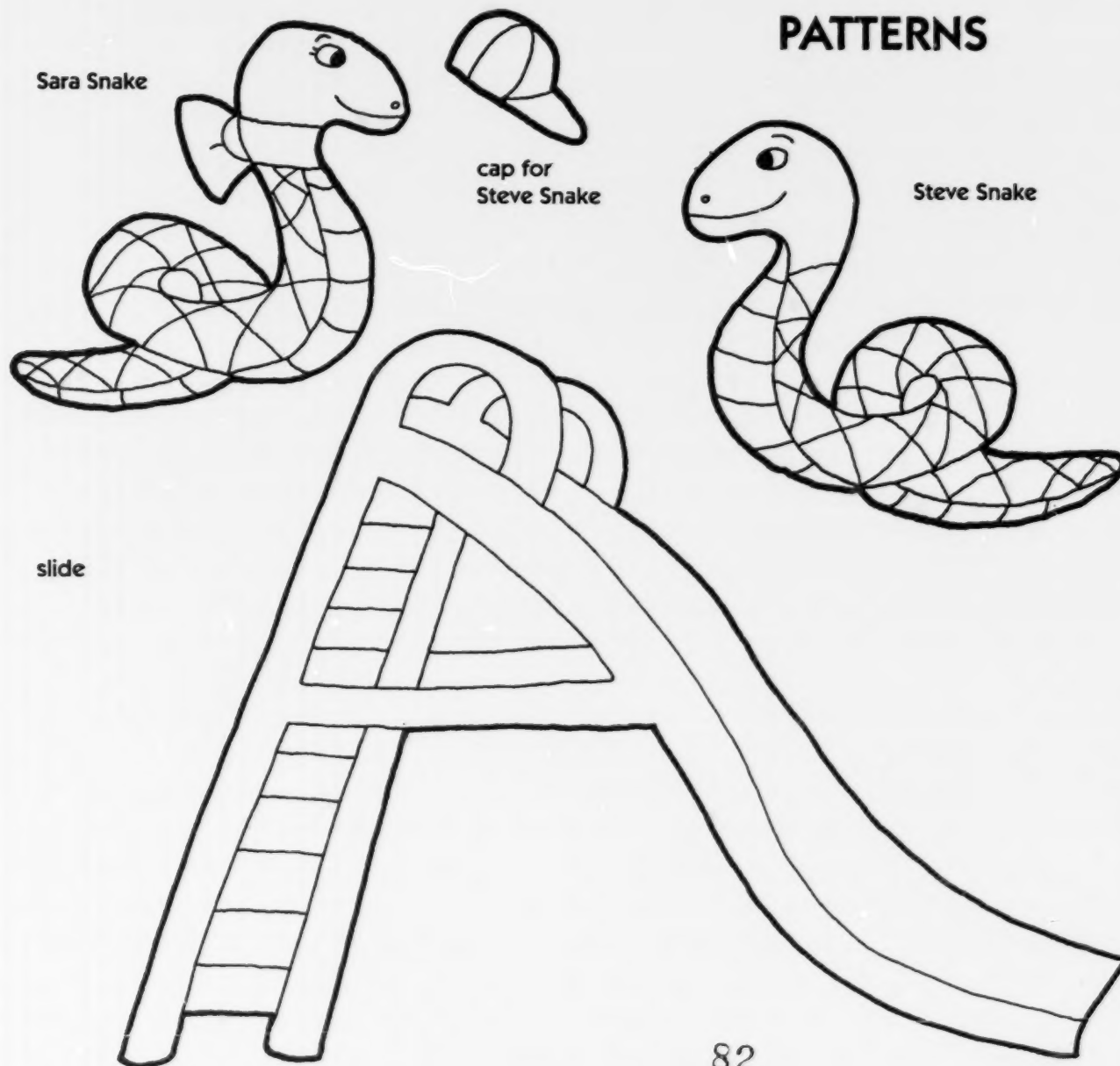
"I want to go up and down," complained Sara. *"Going up is only half the fun."*

So Steve took the stone off the low seat, and Sara's seat came smashing to the ground. **WHAP!!** *"I give up,"* said Sara, rubbing her sore tail. *"There must be a special secret way to ride a seesaw up and down."*

"I guess so," said Steve. *"It's just too bad that the two of us will probably never be able to figure it out..."*

THINKING QUESTIONS

- Who was Sara Snake watching in the beginning of the story?
What are your favorite things to do at the playground?
- What did Sara play with on the playground? Why did she think the seesaw would be the most fun?
- Why couldn't Sara ride up and down on the seesaw? Who tried to help her?
How did Steve try to help?
- Do you think Sara and Steve will figure out how to use the seesaw? What would you tell them to do?





For People Who Care for Young Children

CELEBRATE EARTH DAY WITH THE 3 "R's"

"Reduce, Re-use and Recycle." These "3 R's" are important to the environmental movement and our children's future well being on Earth. Teaching children to categorize resources in their environment according to the "3 R's" gives them a powerful way to take care of themselves and the world at large. The process also gives them a chance to practice basic math skills. Since spring is the season of new beginnings, what better time to introduce everyone in your program to new habits of conserving resources?

We are creating so much waste that our world is running out of land to hold it all! Valuable land that could be used for producing crops to nourish animals and human beings is being ruined by toxic substances and non-biodegradable products. TONS and TONS of garbage is left sitting underground so that future generations will have to figure out how to dispose of it!

REDUCING GARBAGE

To slow the rate of using too much land for waste storage, children must think about how they can reduce the amount of garbage they create. Let children discuss ways they can befriend planet Earth by being environmentally responsible. Math skills give

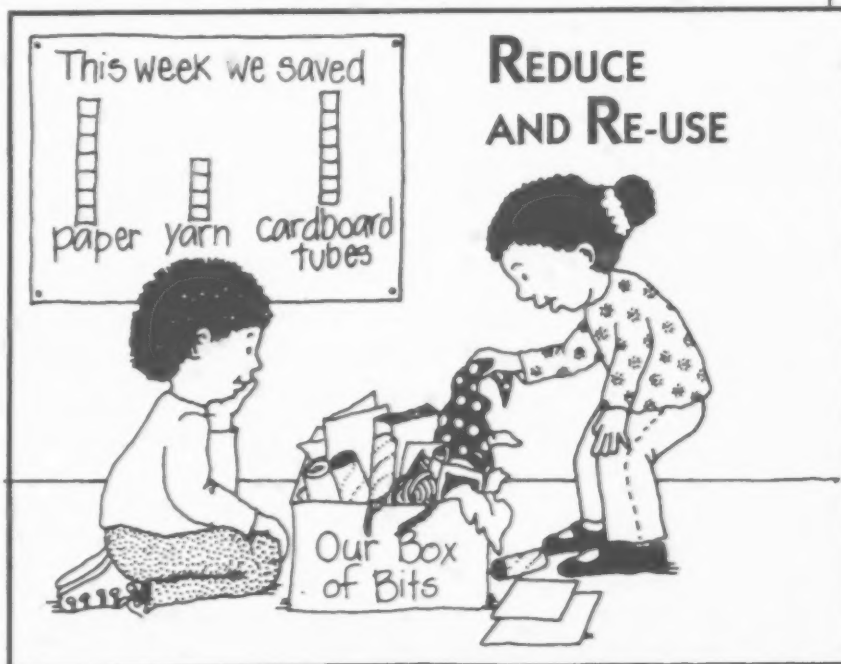
children a way to think about and try to solve the problem.

To introduce the concept of reducing waste, start small. Begin by noting how many cans of garbage your program creates each day. (Note: Choose a garbage can that does not receive food or toileting wastes, for example, the art area garbage can.) Record the number by creating a daily graph on a large piece of paper or cardboard.

Keep track of the amount of garbage for at least one week. At the end of each day, go through your art garbage can. Were there materials in it that could be

re-used, such as the back of a discarded piece of construction paper? Were there pieces of yarn or fabric thrown out that could be used for a collage? Do this yourself wearing rubber gloves.

Count the number of items that could be re-used. Has the waste been reduced for that day? Was the waste reduced to half a can or a quarter of a can? Fractions such as these take on new meaning as children realize less garbage means less space taken up in a landfill. And the fewer landfills we have, the more safe space we have for homes, playgrounds, schools, and farms!





RE-USE AND RECYCLE

RE-USE

Re-use is a great way to reduce waste garbage. Encourage parents to help children learn to re-use rather than mindlessly throwing things out. Parents can help children think twice before tossing materials into the trash can.

Encourage families to bring items to your program that can be "re-used" for play. Colored, plastic tops of aerosol cans (those which don't damage the ozone) can be used in the block area for stacking. They can also be used for creating sets of different colors and sizes which is a math activity. Empty cardboard egg cartons and aluminum pie tins are great for sorting beans, table blocks and beads. Practicing daily "re-use" develops children's creativity, problem solving skills, and math skills all at the same time!

Reducing wasteful use of water, gas, and electricity also helps preserve Earth's resources. Using less gas helps keep our air clean. Can children think of times that people could walk rather than ride

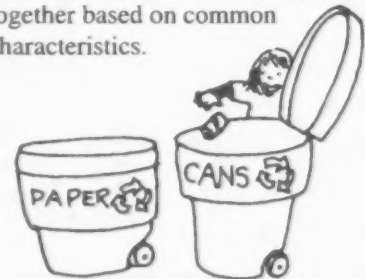
in a car? Can children classify ways to travel according to their effect on the environment? For instance, which would be better for our air: riding a bike or driving a car to the park? Would you save more energy drying clothes on a clothesline or using an electric dryer?

Just helping children understand the concept of "less" will go far in helping the environment. Talk about using less water by not leaving the faucet on while brushing teeth. Encourage children to use one paper towel to dry their hands rather than pulling out five or six. Use less electricity by turning off lights whenever you go out to play.

RECYCLING

Categorizing materials that can be broken down and recycled into another product is a great math activity for children. Try using jumbo garbage cans with snap-lock lids to create recycling bins for your program. Provide a bin for at least paper, aluminum, and plastic.

Label each bin with a picture as well as words. Gradually include bins for tin, glass, and corrugated cardboard. The practice of sorting these materials helps children learn that objects can be grouped together based on common characteristics.

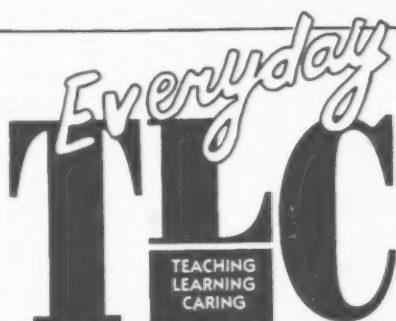


When your bins are full, take a field trip to dump them at the recycling center. Most communities have a recycling center that pays money for recyclable materials such as glass, plastic, aluminum or tin, and newspapers. With children helping, count the money they have earned through recycling. You might use this recycling money for a worthy cause such as to enroll your children into an "Adopt a Whale" program. Children love taking care of "their" whale.

"THIS IS YOUR WORLD"

Read the poem on the next page, *This Is Your World*, first to yourself, and then, to your children. Capture the spirit of tenderness toward the unique relationship each of us has with "our world." Use it to start discussions about how each child is "special," in what ways each child feels the world "takes care" of him, and how each of us can do small things each day to help take care of "our world." Read only a few verses at a time and talk about them.

You can also put the poem to music with the familiar tune of "La Cuck-a-ra-cha." Using the tune and the format, encourage children to add their own ideas.



YOU CHOOSE!

- ◆ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the *Nutrition Education & Child Care Food Program*
- ◆ Earn State Licensing Hours
- ◆ Do Both!!

Learn-At-Home Training for Child Care Professionals

Over the course of a one-year subscription to EVERYDAY TLC, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA. These same training modules have been approved for one hour each (total of 8 hours per year) toward your licensing hours in the following states:*

*AK, AL, AR, CO, MA, OH, OK, OR, PA, RI, TX,
WY (16 hours)*

It's Easy and Convenient:

- Step 1:** Review the continuing education self test and professional article in this issue of *EVERYDAY TLC*.
- Step 2:** Sit back, relax, and read through your issue of *EVERYDAY TLC*.
- Step 3:** Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!
- Step 4:** Remove your completed test sheets from *EVERYDAY TLC*. Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:

EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402

Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

- Cost:**
- ◆ CDA \$80 for all 8 tests (40 CDA clock hours)
 - ◆ State Licensing Hours \$5.50 per test
- OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a \$22.00 check or money order. (for state licensing hours only)

Note: The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.

Questions: Please call: 1-800-677-6644.

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

MAINTAINING A COMMITMENT TO PROFESSIONALISM

How do you measure up? How would you rate your professionalism on a scale from 1 to 10?

Read the article 'Be a Pro' and place a mark on the scale to indicate how professional you feel you are at this moment.

Rate your professionalism by circling a number from 1-10 (1= not yet professional; 10= totally professional)

1 2 3 4 5 6 7 8 9 10

1. Look at where you placed yourself on the scale. Now determine how you can upgrade that number. What do you need to do to become more professional? For example, list the various courses, workshops, and other educational opportunities you've taken to improve your knowledge of children, their development and education. Then list courses and workshops you need to take. Tell how you will accomplish this goal. (If taking courses or going to workshops is hard for you, describe other ways you can continue your education.)

2. To be the most effective early childhood providers, we need to avoid getting overtired, being negative, and feeling down. We need to feel satisfied with the work we do. Tell how you maintain your enthusiasm for the job and keep up your energy. How do you meet your needs while working long hours with children and caring for your own family at the same time? Describe specific things you do that truly help you.

3. As teachers/caregivers of children, we often learn from them as well as educate them. It is a sign of a true professional when we are open enough to still learn something from our young charges. Describe one thing you learned by working with children--about yourself, about them, or about the world in general?

4. Using the phone book, the Internet or people you know, find out about some local organizations that are concerned with the care and education of young children. It could be a providers' group, a state-wide network of daycare facilities, a school readiness council or an agency that provides health care. Interview someone from the organization (by phone, in person, or on the Internet) to find out what they provide, whom they help, and if you can receive some information from them. By making connections to these organizations, we avoid the isolation many of us fall into while working in this profession. Describe one of the organizations you found.

5. Obtain a current early childhood magazine or journal from your library or borrow one from a colleague. Read an article from it and write a short summary of the information and ideas you obtained. (Will you consider subscribing to the magazine or reading it regularly?)

Name_____

Address_____

City_____ State_____ Zip Code_____

Telephone_____

☐ CDA ☐ TRAINING CERTIFICATE

BE A PRO

by Kathy Faggella



What does it take to be considered a professional in the field of early childhood education?

One preschool teacher responds, "It takes knowing about children and how they grow."

A family daycare provider states, "I am a professional because I keep things about the children and their families confidential. I always put the kids and parents first!"

An Infant/Toddler caregiver claims, "I'm a professional because I do more than babysit. I plan developmentally appropriate activities for all my children."

An aide in a preschool center says, "I know I'm professional because I've been doing this work successfully for 15 years. My families and their children are happy with me."

Finally, a director says, "I am a pro because I speak up for children in my community. I wrote to my senator about educational funding and I always study up on the issues, especially the educational ones, before I vote."

Which person has the correct answer? They all do! Each speaks of one aspect of being a professional early childhood educator. This is a demanding profession. It is one that needs us to:

- ▲ be knowledgeable about the growth and development of young children.

- ▲ be ethical in our behavior with the children and their families

- ▲ be able to provide developmentally appropriate curriculum for children.

- ▲ be up on the latest research in the field of Early Childhood Education so we can make informed decisions about childcare.

- ▲ be advocates for the youngest in our society and their families.

- ▲ be actively engaged in the field, constantly learning and gaining valuable experience.

We become knowledgeable by attending college courses in Early Childhood Education. We work for a CDA, Associate's Degree and, if possible, a Bachelors and Master's Degree. Being knowledgeable means carefully observing and recording information about each child in order to plan and carry out an appropriate curriculum, one that is individualized for each child and draws upon emergent curriculum and constructivism (where children work on pre-planned projects that build their creative and critical thinking skills in order for them to actively construct their own learning.)

We need to know about different cultures and the practices of each as we respect all children's backgrounds. For the Early Childhood specialist, education is

a continuing task so that we can keep our methods and resources current. We do this by attending workshops, conferences, and meetings with colleagues and experts in the field. We read parenting magazines, educational journals and magazines, and books with ideas for new activities.

As professionals, we behave in an ethical way. We never hurt a child either physically or psychologically. We respect each child and each family. We never intimidate, degrade or exploit anyone. We keep all information told to us confidential.

We take our concern for young children into the community by being an advocate for them. We press for quality child care and let everyone know how important Early Childhood Education is. We do this by contacting legislators, writing letters to the newspapers, going to meetings, and voting.

Finally, we realize we cannot do any or all of this unless we take care of ourselves. We maintain good health habits and practices. We make time for rest and relaxation. We keep our attitudes positive and our minds alert. Being an Early Childhood professional can be challenging and often tough. But it means being with children, so it's also terrific!





THIS IS YOUR WORLD

This is your world,
It takes care of you.
Your friends are special,
You are special to them, too.

This is your world,
It takes care of you.
Your parents love you,
Your teachers care about you, too.

This is your world,
Keep it clean and safe and strong.
'Cause if you don't care,
Everything will turn out wrong.

The birds will die off,
Lakes will dry and disappear.
The trees and flowers
Will give up growing every year.

Nature surrounds us,
She provides us with our food.
We must respect her,
Replacing everything we use.
With lots of thinking,
We can save the earth.
We'll look to nature,
To teach us new ways to re-birth.

This is your world,
It takes care of you.
And if we all care,
We will take care of it too.

And if we all care,
We will take care of it too!

This is *(child's name)* world,
It takes care of *him / her / you*.
He/she (plants a garden / saves old bottles),
And that's a special thing to do!

Sherry Burrell



BOOK CORNER:

IN THE

- ① *Earth Day* by David F. Marx
(Children's Press)
- ① *Let's Celebrate Earth Day*
by Connie and Peter Roop
(Millbrook Press)
- ① *Every Day Is Earth Day* by Kathy Ross
(Millbrook Press)
- ① *Earth Day: Keeping Our Planet Clean*
by Elaine Landau (Enslow)

HELPFUL HINTS

Speak with local businesses and manufacturers to come up with some more unusual free items—items that they recycle. Always remember to send thank-you notes and gifts too. Here are some ideas.

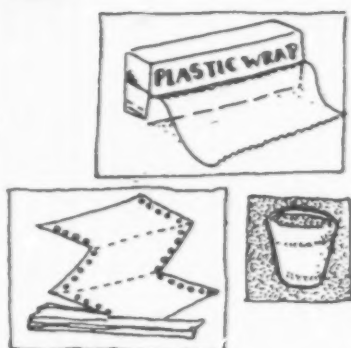
- *Gardening Center/Nursery*: dated seeds, free mulch, sacks of ribbon and macrame scraps
- *Wallpaper Store*: old sample books, paint stirrers
- *Florist*: cuttings, trimmed flowers, leaves
- *Fast Food Restaurant*: cups and food containers
- *Ice Cream Parlor*: large cartons for storing yarn, fabric, and ribbon scraps
- *Appliance Store*: large boxes



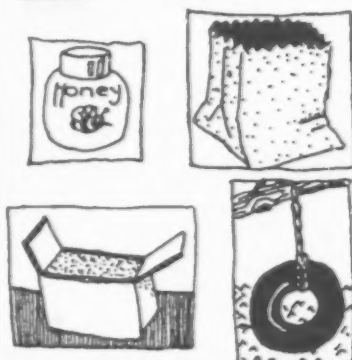
AFTER-SCHOOLER IDEA: Earth Day Posters

To help children get into the habit of "3 R's" thinking, create recycling posters. Create one poster for each of the following: Newspaper, office paper, plastic, aluminum, glass, tin, and cardboard. Provide many different catalogs, magazine and newspaper advertisement sections (especially grocery items ads). Have children cut out pictures of all the products that are packaged in materials that can be recycled. Once the items are cut out, let children paste items onto the appropriate poster. Hang the completed recycling posters in a prominent place to remind everyone—children, parents, and neighbors—to practice the "3 R's."

R educe



R e-use



R ecycle

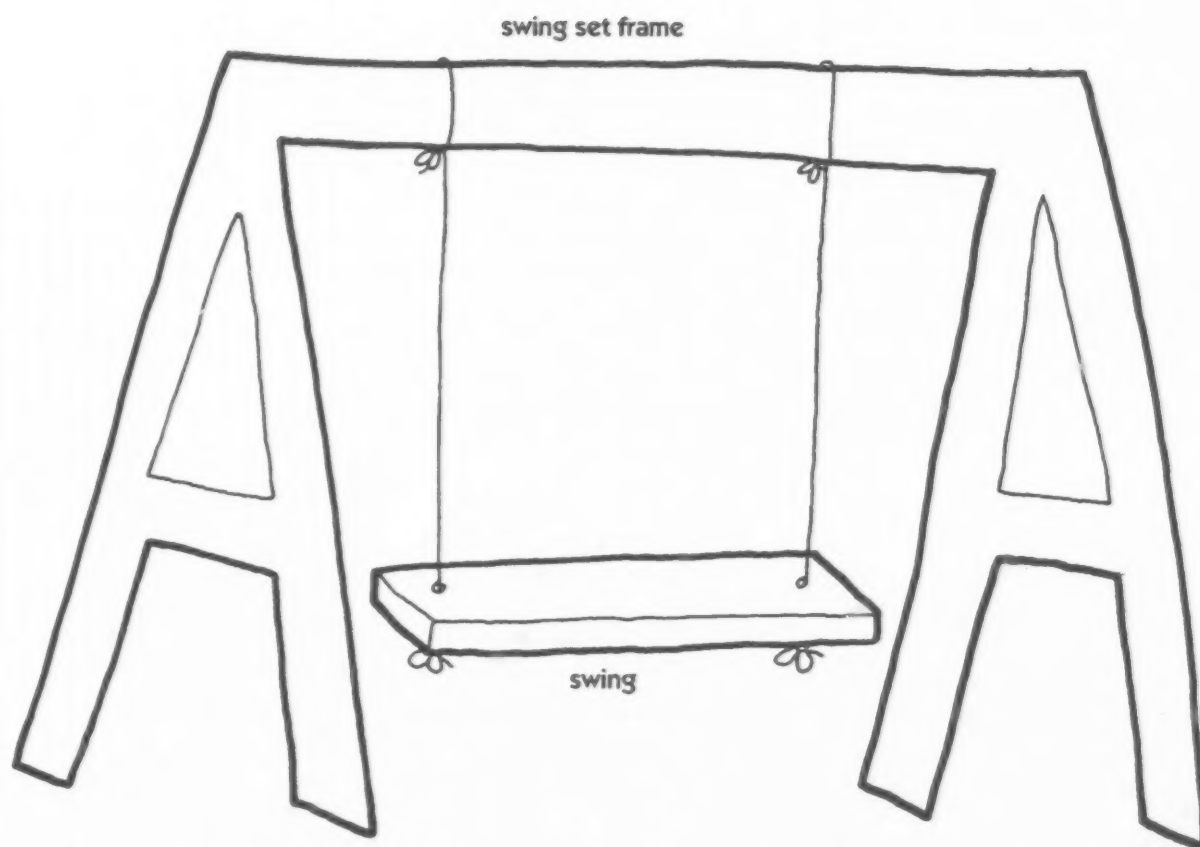
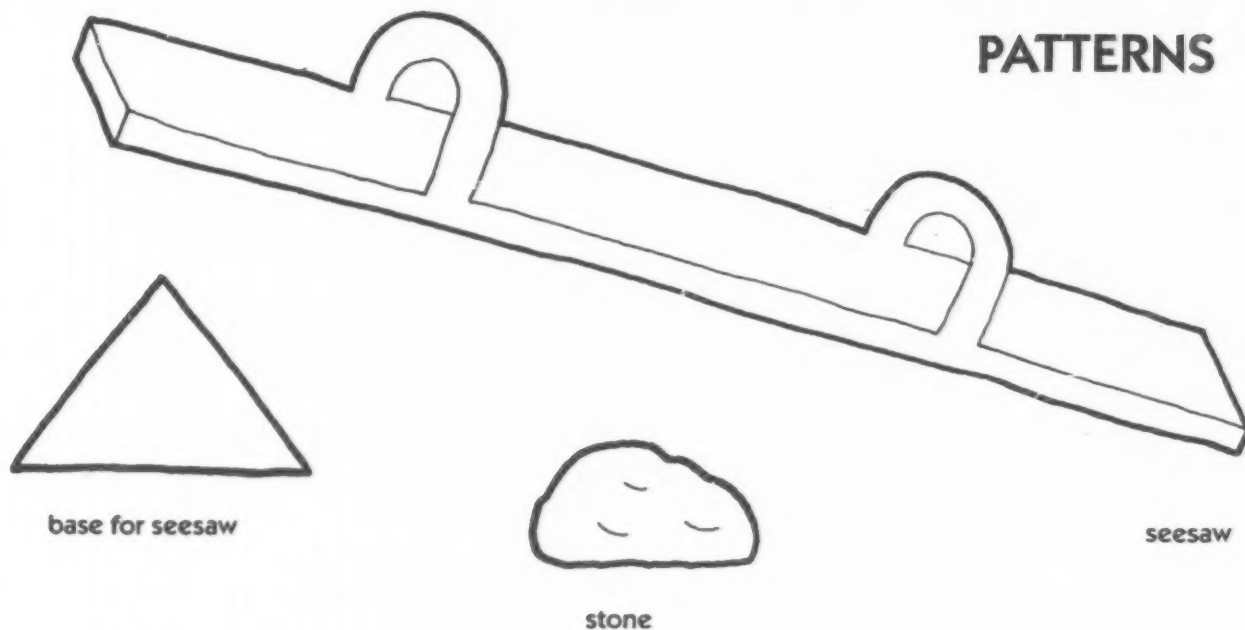


Ideas: Karen Stephens, Sherry Burrell

Art: Catherine Minor, Debby Dixler, Beth Ann Bispham

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PATTERNS



swing set—Cut out swing set frame and swing from paper or felt and suspend swing from frame with two 3 3/4-inch pieces of yarn or string

From AlphaStories by Mary Beth Spann Minucci (First Teacher Press)

BOOK CORNER:

IN THE

- 📖 *Playtime Maisy* by Lucy Cousins (Candlewick)
- 📖 *Up the Ladder, Down the Slide* by Allyn M. Johnson (ed.)
- 📖 *Playtime for Zoo Animals* by Caroline Arnold (Lerner)

HELPFUL HINTS

- Your feltboard should be large enough to accommodate all of your pieces without crowding.
- Before beginning, pile your story pieces together in order of appearance. As each object and character is introduced, place it on the board. Continue to point and refer to it often as you tell the story.
- Retell the story, allowing children to hold and place the pieces at the correct time.
- After sharing the story twice, challenge children to tell you the story by themselves. Give hints, if necessary.

FOLLOW-UP ACTIVITIES

See Some Seesaws

Observe a seesaw in action. Notice which children are able to balance and operate it smoothly. Back inside, look for other games, toys, and materials which rely on balance—a scale, a rocking chair, a picture hanging on a nail. Help children create their own seesaw effects with building blocks.



Squiggle Art

Draw a series of large S-shapes on a piece of paper. Make a photocopy for each child. Tell the group to decorate their S-shapes to look like objects, animals, or people.



"Snake" Up on 'Em

Have one child sit in a chair with her back to the group. Have remaining children slither up to chair trying to touch the child before she turns around. The "snake" who reaches a child without being seen is the next "child in the chair."



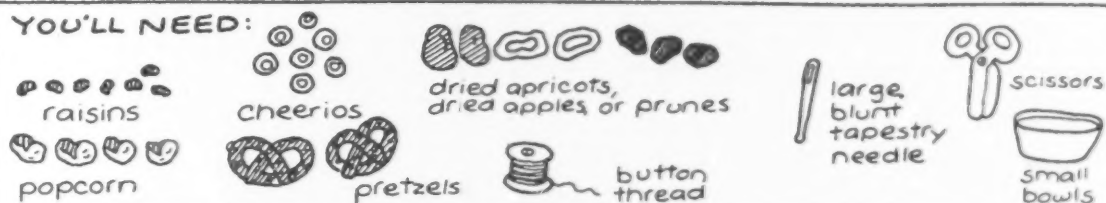
Ideas: Mary Beth Spann Minucci

Art: Debby Dixler, Nina Woldin

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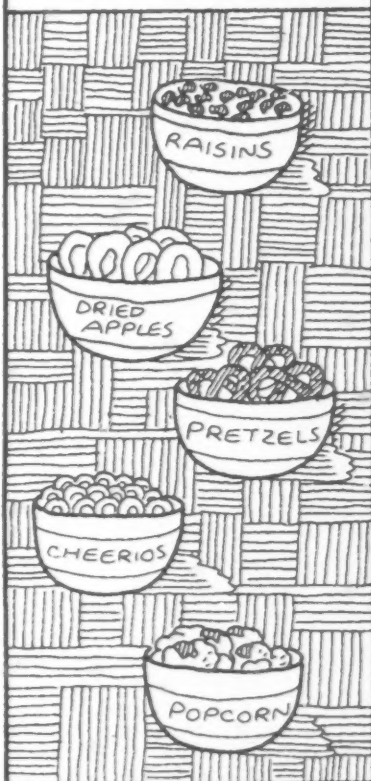
SNACKS ON A STRING

YOU'LL NEED:

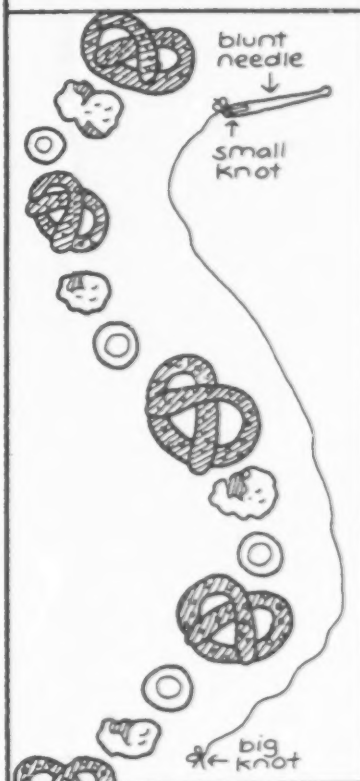


WHAT TO DO:

1 Set out some or all of the above ingredients in individual bowls.



2 Pick favorite ingredients and set out in a pattern. Use a large blunt needle and knotted thread to string the foods.



3 Use scissors and cut off needle. Knot ends of string and wear as a necklace. Nibble as needed.



If each necklace has the equivalent of 1/2 cup of raisins and dried fruit it will meet the CACFP requirement of fruit for a snack.
If each necklace has the equivalent of 1/4 cup of Cheerios and or pretzels it will meet the CACFP requirement of Bread/alternate for a snack

From Concept Cookery by Kathy Faggella (First Teacher Press)

BIKE AND TRIKE SAFETY

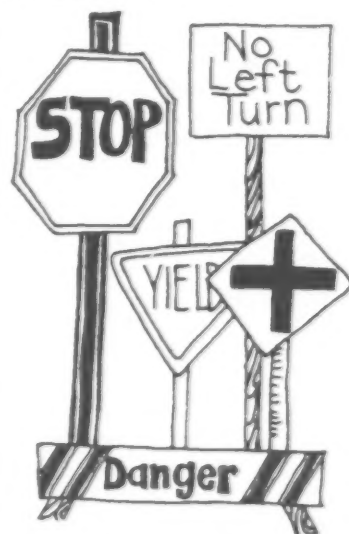
Bikes and children go together. Bikes excite children—whether it's a sense of being older and able to try something different or moving fast; whatever the reason, bikes do fascinate them. It's important to develop a list of safety rules for riding bikes to prevent accidents and insure safe usage. At circle time, discuss the rules. Write them on a sheet of chart paper and draw pictures next to each rule so that children can easily recognize them. Some rules you might want to include are:

- One person on one bike—no passengers;
- Ride the bike only in a designated area;
- Be careful of pedestrians and immovable objects such as the curb, trees, rocks;
- Sit down while riding.

Teach children some standard arm signals for making turns. Hold your left arm straight out to indicate a left turn, and for a right-hand turn, hold your left arm out, bent at the elbows and have your hand pointing upwards. As you take walks in the neighborhood, point out the bicyclists. Observe them to see if they use hand signals to alert drivers. Describe their bikes. Are they riding fast? Slow? On the sidewalk? In the street? Do they have saddlebags or a basket or a seat for a child? Do they have a helmet? (Why do you think bicyclists need to wear helmets?)

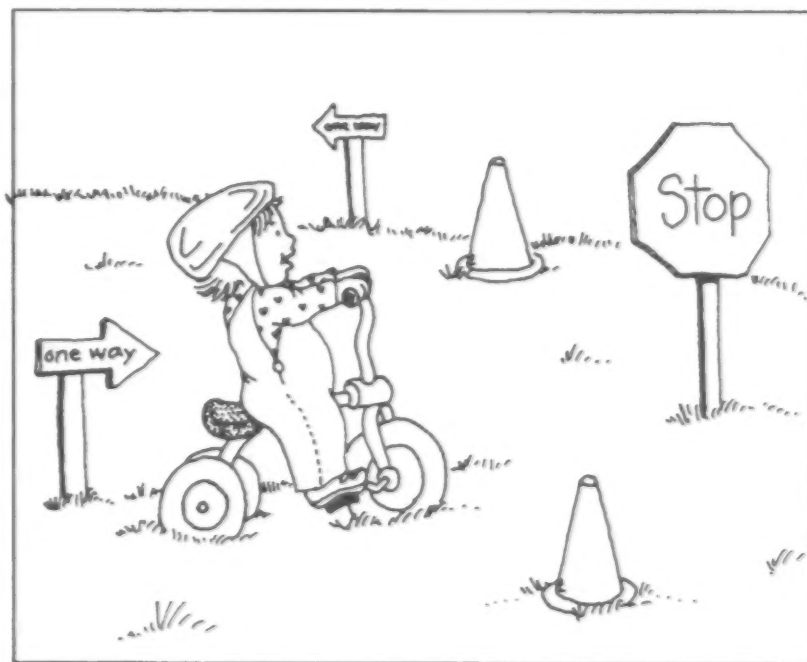
Back to the bike area. Set aside a certain area for riding. If it is inside, masking tape can be used to outline bike paths. Paint can be used outside for lines. Throw in

some arrows to indicate traffic patterns and you're all set to roll! Large signs (a good aid for letter and word recognition) with traffic directions can be posted in appropriate places. Have the children help paint them or see if you can acquire some old ones from your local Streets' Department. Some choices might include: STOP, YIELD, HIDDEN DRIVE, SLOW DOWN FOR CHILDREN.



You can create an obstacle course for a change of pace. With the help of some milk crates, cones, or even a few sturdy chairs, make a course for children to navigate (going in; up or down hills; riding around large shapes).

For more safety tips and procedures, invite someone from the Police Department to visit and talk with children. Many Police Departments have a special Public Affairs Division that conducts Bicycle Safety lessons.



Ideas: Karen Stephens, Karel Kilimnik

Art: Catherine Minor, Nina Woldin, Debby Dixler

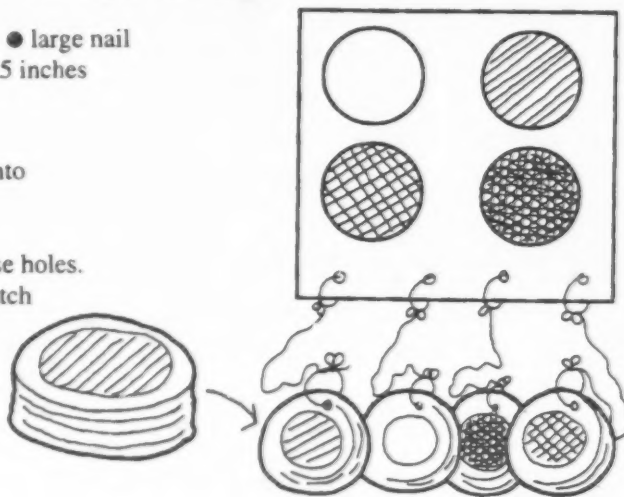
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COLOR MATCH BOARD

You'll Need: metal jar lids in different colors • yarn • large nail
• hammer • piece of heavy cardboard, about 12 by 15 inches
• colored construction paper • glue

What to Do:

1. Attach jar lids to yarn strings by punching a hole into the lid with a large nail.
2. Punch holes in cardboard along one edge.
3. Attach lids to cardboard by tying yarn through these holes.
4. Cut circles out of colored construction paper to match the colors of the jar lids.
5. Glue these onto the cardboard.
6. Challenge children to match the colored lids with the circles. Because lids are attached, no pieces will be lost.

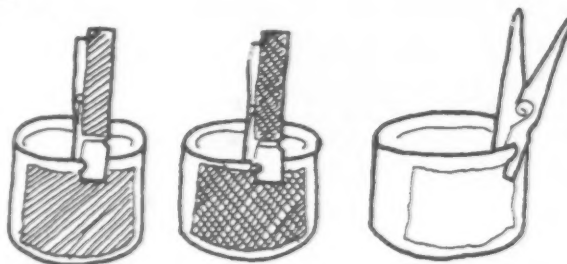


CLOTHESPIN CANS

You'll Need: wooden clothespins • tempera paint in different colors including red, blue, and yellow
• 8-ounce cans, baby food jars, or small, plastic containers

What to Do:

1. Paint clothespins in different colors.
2. Paint each container one of the colors of the clothespins—one container for each clothespin color.
3. Let children drop clothespins into containers of the same color. OR if they have the physical skill, challenge children to clip the pin on the rim of the container. This is great practice for using scissors.

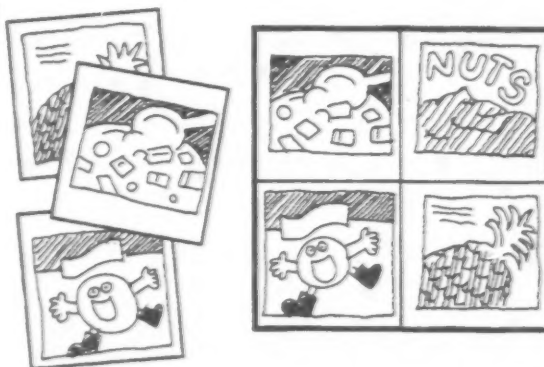


LABEL LOTTO

You'll Need: labels from canned goods • heavy cardboard
• index cards • glue • felt tip markers

What to Do:

1. Save the labels from canned goods, at least two of each food.
2. On heavy cardboard, make a playing board with square sections. Glue one of each pair of labels in a square.
3. Make playing cards with the remaining labels on index cards.
4. With a stacked deck, flip over each card and match it to the board.



From *First Teacher Magazine* Ideas by Tania Cowling

BOOK CORNER:

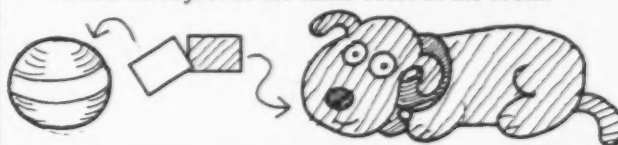
IN THE

- 📖 *Jumanji* by Chris Van Allsburg (Houghton Mifflin)
- 📖 *Brain Quests for Threes* by Chris Welles Feder (Workman)
- 📖 *The Book of Card Games for Little Kids* by Gail MacColl (Workman)
- 📖 *The Amazing Game Board Book* by Shereen Gertel Kutman (Innovative Kids)
- 📖 *CDC* by William Steig (Farrar, Straus, & Giroux)

HELPFUL HINTS: Make Color Cards

Make color cards from construction paper. Laminate or cover with contact paper to make them durable. Do the same with wallpaper colors and patterns. Store these in zip-locking plastic bags so that they are available when you need them. Here are some activities they can be used for.

- ▲ Hold up a card and invite all children wearing that color to get in line.
- ▲ Hand out cards and children with matching cards can work in pairs.
- ▲ Give each child a color card and challenge her to find an object of the same color in the room.



INFANT CARE: Rattle Can

You'll Need: coffee can ♦ plastic milk jug tops
♦ stickers (if you wish)

What to Do:

1. Take a coffee can and cut an X into the plastic lid on top. Cans can be left as they are or decorated by adding stickers in bright colors.
2. Let babies push jug lids through the X into the can. The rattle sound when the can is shaken will delight the baby. When finished, remove the lid, empty the can—it's time to start again!



Ideas: Barbara Fischer

Art: Debby Dixler

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FUN IN APRIL

SNACKS ON A STRING

You'll Need: raisins • Cheerios • dried apples, dried apricots, or prunes
• popcorn • pretzels • button thread • large, blunt, tapestry needle
• small bowls • scissors

What to Do:

1. Set out some or all of the above ingredients in individual bowls.
2. Let your child pick favorite ingredients and set out in a pattern.
3. Use a large blunt needle and knotted thread to string the foods.
4. Use scissors and cut off needle. Knot ends of string and wear as a necklace. Nibble as needed.

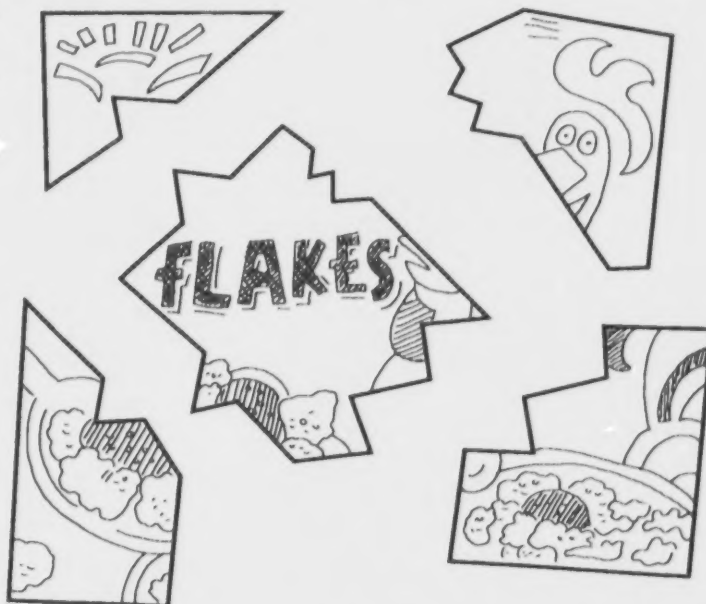


BOXY PUZZLES

You'll Need: empty cereal and cookie boxes
• scissors (ADULT USE ONLY) • felt tip pen
• clear contact paper • zip-locking bag

What to Do:

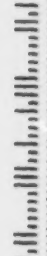
1. Cut off the front panels of empty cereal and cookie boxes, ones that your child will recognize.
2. Cut each panel into zig-zag pieces. The amount of pieces should vary according to the age and skill levels of children using them.
3. Code the back of your pieces with a number such as all the pieces to the first box could be labeled with the number 1; another puzzle front could be all be number 2.
4. For durability, laminate or cover pieces with clear contact paper. Store each puzzle in a zip-locking bag.

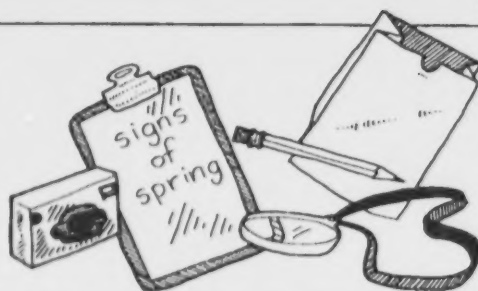


PLANS FOR APRIL

Activity	Week of April 1	Week of April 8	Week of April 15	Week of April 22
Circle Time				
Free Choice				
Learning Centers				
Creative Art Activity				
After-Schoolers				
Prep Work				




 *****MIXED ADC 530
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 51 GREY DR
 CHAMPAIGN IL 61820



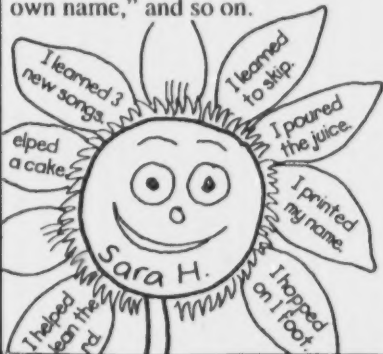
For People Who Care for Young Children

ALIVE AND GROWING: IT'S SPRING!

1. Spring is a perfect time to discuss and notice how much each of your children has grown. Be sure to take the heights of each and compare to the fall. (If you didn't do it in the fall, it's probably on their health form.)

2. Let each child create a sunflower with her name and face on it the same height as she is. Decorate the hall or a wall with a blooming garden of happy faces. (Be sure to mention how much children have improved in drawing faces since September!)

3. Each leaf on the sunflower could show more growth such as: "learned to tie his shoes," "learned to skip," "prints her own name," and so on.



4. Take children often on walks outside to notice signs of spring and changes that occur almost hourly!

5. Use the comments you hear for planning spring activities for children. Be sure to record their observations for use in experience stories children can illustrate and in science projects.

6. Help children discover that many things that change in the spring are either a part of the animal world or the plant world. Use this time to classify things in each category and notice changes on a regular basis.

7. Use as many hands-on activities as you can for maintaining interest and enthusiasm as well as appreciating the world we live in. The child who plants a tree and cares for it can't help but gain an appreciation for nature. Take field trips, plan scavenger hunts, welcome visitors from nature centers and farms, and bring the outside into your program!

8. Encourage children to take care of the earth and all the things in it by taking them on a "clean up the neighborhood" tour. (Be sure to use gloves and poles with pick up nails rather than bare hands.) Plant gardens and make birdbaths and feeders for wildlife.

9. Create a bulletin board or group book of all the things that keep us "alive and growing"! Let each child or family make a contribution.

10. Make new goals for yourself and the children you care for so that all of you keep healthy and growing! Have a great spring!

THIS MONTH IN EVERDAY TLC:

- Spring Thinking Skills
- Mother's Day Breakfast and Gifts
- Guiding Behavior
- Scavenger Hunts
- A Patriotic Holiday

NO TEST THIS MONTH

BOOKS TO READ

MOTHER'S DAY

- 📖 *Mother's Mother's Day* by Lorna Balian (Humbug)
- 📖 *Clifford's Happy Mother's Day* by Norman Bridwell (Cartwheel)
- 📖 *No Time for Mother's Day* by Laurie Halse Anderson (Albert Whitman)
- 📖 *A High-Fiving Gift for Mom* by Judy Bradbury (McGraw Hill)

LOOKING FOR SPRING

- 📖 *Spring Song* by Barbara Seuling (Harcourt Brace)
- 📖 *Hopper Hunts for Spring* by Marcus Pfister (North-South Books)
- 📖 *It's Spring (Celebrate the Seasons)* by Linda Glaser (Millbrook Press)
- 📖 *Possum and Peeper* by Anne Hunter (Houghton Mifflin)
- 📖 *Rabbit's Good News* by Ruth Lercher Bornstein (Houghton Mifflin)

MEMORIAL DAY

- 📖 *Memorial Day* by Mir Tamim (Heineman)
- 📖 *Memorial Day* by Helen Frost (Pebble Books)
- 📖 *The Flag We Love* by Pam Munoz Ryan (Charlesbridge)
- 📖 *Red, White and Blue: the Story of the American Flag* by John Herman (Grosset & Dunlap)
- 📖 *The Star-Spangled Banner* by Peter Spier (Illus.) (Yearling)

GUIDING YOUR CHILD'S BEHAVIOR

Guiding behavior is a learning process. Just as there are many ways to teach basic skills and concepts, there are different ways to teach acceptable behavior. Here are some ideas to help you guide your child's behavior.

USING WORDS

- ◆ Actively listen to make sure you know what your child is saying before you respond.
- ◆ When you make statements, use positive terms. Use the word "do" more often than "don't." *"DO put the blocks away on the shelf when you're through,"* rather than *"DON'T leave the blocks all over."* (You have also told your child what to do in specific terms.)
- ◆ Speak directly to the behavior. *"Your talking is disturbing the whole family,"* rather than, *"You are disturbing the family."* Always let your child know you love him, but do not like his actions.
- ◆ Say what you mean. If you say, *"Quiet now; it's one o'clock,"* it might be too vague. It is better to say, *"Quiet now; it is time to settle down for a nap."*
- ◆ Set your limits at the beginning, and make sure your child knows what they are. Use clear, specific words to describe the rules.
- ◆ Give directions when you are sure your child is listening. It is best to use only one direction at a time. Put the verb first and only use a few words, *"Hold onto my hand,"* is better than, *"It can be dangerous walking down*

the street, so hold on to my hand."

- ◆ Give your child choices only when you mean to. Don't say, *"Do you want to sit down?"* when you mean, *"Sit down!"*
- ◆ Children respond well to logical reasons in answer to their questions of "Why?" For example, *"You have to wash your hands because you've been playing outside and they are dirty."*
- ◆ Don't make judgments. *"You must not hit her because it will hurt her and make her feel sad."* is better than *"You are a bad girl today!"*

USING ACTIONS

- ◆ Stand near your child when she is just starting to act up. You are a distraction to his action, and also it lets him know you are in control.
- ◆ Cultivate that LOOK. You know the one. It silently "says": *"Don't do it! Stop it!"* When you give your child that look, he knows that his behavior is unacceptable, and he had better change it. Always make eye contact.
- ◆ Use hand gestures. They communicate in a non-verbal way that you mean it. Shake your finger; put your finger to lips; touch your child lightly on the shoulder.
- ◆ Don't be afraid to restrain your child. Hold him if he is dangerous to himself or others. Hold his face gently, but firmly, with both hands to make him stop and listen to you.
- ◆ Show approval with a smile, hug, wink, or pat on the shoulder.



For People Who Care for Young Children

THINK SPRING!

Spring is an excellent time to help children develop thinking skills. Problem-solving involves skills that should be practiced continually from babyhood on. Everyday we are teaching and helping our children learn thinking skills. First children need to learn the skills they need to solve problems: observing details, making comparisons, classifying, placing things in order (sequence), understanding cause and effect, making inferences, and predicting outcomes. Here are ideas for spring-related activities that help children develop these important skills.

DETAIL—Bugs

Bugs are everywhere in the spring. Go on a bug walk with children and observe how bugs look and move. When you return, let children make imaginary bugs as suggested in BUGS, BUGS, BUGS. Encourage them to tell you what details they are going to include as they make their bugs.

DETAIL/COMPARISON— Color Chart

Make a group color chart or one for each child. Write down each color name and have children make a sample of the color below its name.

Take the chart(s) with you on the walk and encourage children to

point out objects and living things in different colors. Make a tally mark or let children make one mark on their own chart for each color they see as they walk along. Point out that if they see a red cardinal and a red tulip, they can make two marks. If some children want to make a green mark and red mark for a red tulip on a green stem, encourage this. Take this type of walk several different times so children can compare the color changes as a plant such as forsythia, develops. Have them compare the colors of different flowers.

CLASSIFICATION— Where does it fit?

Children like to pick up all different types of items as they are walking. Let them carry brown bags or plastic milk cartons for their collections. Later, help children group the earlier found

objects in different categories that you or they may suggest. Below are some of the groups that might be included: types of materials, sizes, colors, textures, living and nonliving things.

SEQUENCE—

How did it grow?

Children need to become aware of how plants grow over time. Help each child find a new plant, such as a dandelion or a tulip. Have children insert tongue depressors next to their plants. Show them how to mark how high each plant is. Write the date next to each mark. Help them watch the plant each day. Depending upon how fast the plant grows, choose another day on which they measure and mark the height of their plants. Continue until each plant is fully grown. You may wish to mark your calendar also with the dates.

BUGS, BUGS, BUGS

You'll Need: clay or play dough ♦ natural items found on spring walk: twigs, pebbles, seeds, leaves, shells ♦ glue ♦ cardboard

What to Do:

1. Encourage children to use natural items to create an imaginary bug.
2. Let children glue each part down on cardboard OR stick pieces into lump of clay or play dough to create a 3-dimensional bug.



HIGHER LEVEL THINKING SKILLS

CAUSE AND EFFECT—

What happens when it rains?

In nature, many events bring about certain results. Springtime, when so many changes in nature take place, is a good season in which to discuss both effects and their causes. Take children on a walk during a gentle spring rain if all children have rain gear or, if not, just after that rain. Here are some suggested activities. Do them and discuss what happened--the effect, and then why--the cause.

▲ Have children stand under a low-boughed tree. Shake one of the branches. What happens? Why?

▲ Let children watch puddles form. Have them talk about why puddles form and why they do only in certain places.



▲ Have children place twigs in water moving down the sides of a street. Ask question such as: "Why is the twig moving along?" and "Where will the twig (or water) go?" Let children place a rock in the middle of a stream and then talk about what happens when they dam up the stream.

▲ Place objects that you have brought along such as paper, feathers, chalk, plastic, cotton fabric, and a slice of bread somewhere the falling rain can hit them

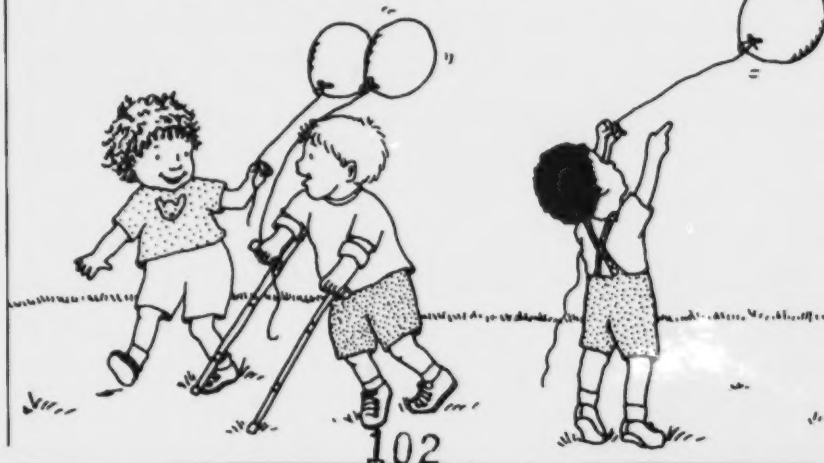
for a few minutes. Ask children to tell what happened to each item and why.



INFERENCE —

What happens and why?

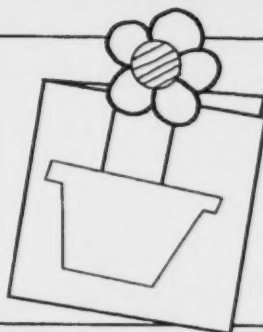
▲ Children take many events for granted without filling in the missing steps. Do some experiments with balloons step-by-step on a breezy day so they can fill in or figure out the gaps. Talk about the steps in getting balloons ready to fly. Let the air out of a balloon and blow it up again. Give each child a blown-up balloon on a string. Take children for a walk so they can see how a gentle breeze or still air affects the balloons. Then discuss what is keeping the balloons up or what is making them bob up and down. Take children back inside and have them notice what happens. Discuss why the balloons are not floating high up.



▲ Help children prepare the GRASSY EGGHEADS. Have them discuss each step. Then have them watch to see where the grass grows first. Help children decide why this happened.

PREDICTING OUTCOMES— What do you think will happen?

Because so many events "start" in the spring, children can practice predicting how the situations are going to turn out. Some outcomes are easy because the same thing happens every year--birds build nests; tulips grow from bulbs; however, other events just depend upon that day. On a day when it suddenly clouds up, ask children what they think is going to happen. Have them decide what they might do or what they might wear according to whether they predicted it might rain or it might get colder. Another day, reverse the process and show them some rainy day clothes or mittens and ask them to predict the type of weather.



For People Who Care for Young Children

MOTHER'S DAY BREAKFAST

This year, help children make Mother's Day really special by creating cards and preparing a delicious jar of jam for their moms. Present the special gifts at a Mother's Day Breakfast during drop-off on Friday, May 10th.

BREAKFAST SUNDAE

To meet CACFP requirements each sundae should have 1/2 cup fruit and 1/3 cup granola for children Age 3-5

You'll Need: 1 small container of non-fat yogurt, vanilla, plain, or your choice • 3 kinds of fresh fruit such as strawberries, blueberries, peaches, bananas, grapes, or apples • granola or Grape Nuts • handful of raisins

What to Do:

1. Let children spoon yogurt into a sundae dish or fancy bowl.
2. Help them layer on 3 kinds of fresh fruit.
3. Let them sprinkle on a little granola or some Grape Nuts.
4. Let children sprinkle on some raisins.



BLUEBERRY BUCKLE

You'll Need: 3/4 cup sugar • 1/4 cup margarine, softened • 1 egg • 1/2 cup milk • 2 cups flour • 2 tablespoons baking powder • 1/2 teaspoon salt • 2 cups canned (drained) or fresh blueberries • 1/2 cup sugar • 1/3 cup flour • 1/2 teaspoon cinnamon • 1/4 cup margarine, softened

What to Do:

1. Preheat oven to 375° F.
2. Let children wash and drain blueberries in a strainer.
3. Let children help you cream the margarine and sugar until light, then beat in the egg.
4. In a small mixing bowl, let them combine flour, baking powder, and salt. Alternately, add the flour mixture and the milk to the creamed margarine. Mix until well blended.
5. Gently fold in the blueberries. Spoon the batter into a greased 9-by 9-inch pan.
6. To make the topping, let children combine the sugar, flour, soft margarine, and cinnamon together. The mixture should be crumbly.
7. Let them sprinkle the topping over the batter evenly.
8. Bake for 45 minutes, or until cake springs back when touched.
9. Remove the cake from the oven, and let it cool slightly before cutting. It is best when it's served warm.



P-NUTTY COCOA

You'll Need: 1/2 cup quick chocolate flavored drink mix • 4 cups milk • 1/2 cup creamy peanut butter • marshmallows

What to Do:

1. Help children to measure chocolate mix and milk and mix in saucepan. Discuss where milk comes from, what food group it belongs to, and how it changed when mixed with chocolate. Mix until chocolate is dissolved.
2. Add creamy peanut butter and stir to blend.
3. Heat almost to boiling.
4. Pour in mugs or cups. Let children to add marshmallows. Have them describe how the marshmallows changed when added to the hot chocolate.

CACFP Credit—check with your sponsor (as rules are different in different states)

Not creditable on the CACFP

CARDS FOR MOM

HANDPRINT CARD

Making and giving a homemade card to Mom on Mother's Day is a special moment for any child! Here is a great card to make with your youngest children.

You'll Need: construction paper ♦ tempera paint
♦ paint brush or cotton swab ♦ pen and paper (ADULT USE)
♦ glue

What to Do:

1. Help each child make a special card to give to Mom on Mother's Day. Brush tempera paint on the underside of the child's hand.
2. Press the hand (with fingers spread apart) onto a piece of construction paper.
3. Attach either of the following poems to the card:



This is to remind you
When I have grown so tall
That once I was quite little
And my hands were very small.



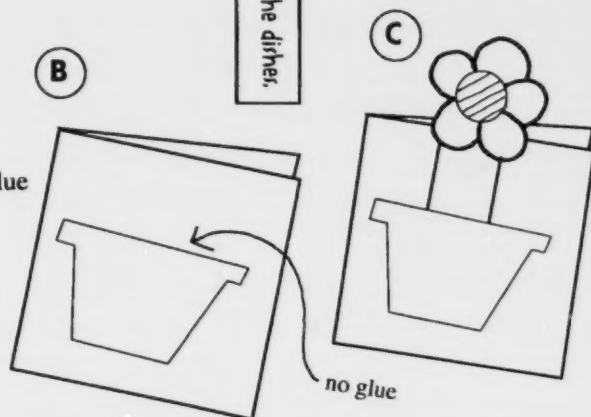
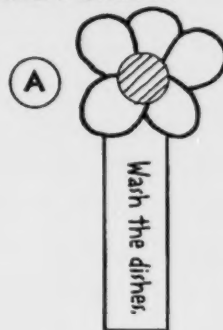
OR

FLOWERS IN A POT CARD/GIFT

You'll Need: different colored construction paper
♦ scissors ♦ permanent marker ♦ glue or stapler

What to Do:

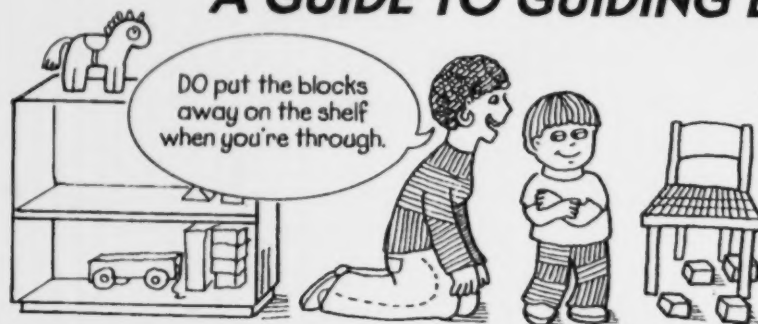
1. Help children either tear or cut flower shapes from colored construction paper. Then have them make stems and leaves. Stems should be wide enough to write on.
2. Show children how to glue the stem flower and leaves together.
3. On the back of each stem, write a chore the child will do for Mom; for example: take out the trash, wash the dishes, feed the cat. (A)
4. Help children make a flower pot shape with paper and glue or staple it on the front of a piece of construction paper folded over in a card shape, leaving the top of the pot unglued so that you can put the flowers in it. (B)
5. Slip flowers in the pot. Help children write a personal message to Mom inside the card. Now Mom can use the flowers whenever she needs help from her child. It's a gift that "keeps on giving!" (C)





For People Who Care for Young Children

A GUIDE TO GUIDING BEHAVIOR



One of the most important jobs we have in caring for young children is in guiding their behavior. Guiding behavior is a learning process for the child who is just figuring out what is appropriate behavior.) Just as there are many teaching methods for basic skills and concepts, there are different ways to teach acceptable behavior.

Hopefully, this newsletter will give you a few ideas to help prevent or redirect troublesome behavior and positively reinforce behavior you want children to learn. First, however, set some goals. Think about your goals first in general terms such as:

- ▲ I want children to be people who are self-disciplined;
- ▲ I want children to develop all their talents and abilities;
- ▲ I want children to be able to make good, clear decisions;
- ▲ I want children to care about other people.

Then list the specific goals that you want to accomplish, keeping the ages and circumstances of your

children in mind. For example: I want children to be quiet at naptime. Now you are ready to pick and choose creative ways to achieve these goals.

GUIDING BEHAVIOR WITH WORDS

- ◆ Actively listen to make sure you know what the child is saying before you respond.
- ◆ When you make statements, use positive terms. Use the word "do" more often than "don't." *"DO put the blocks away on the shelf when you're through,"* rather than *"DON'T leave the blocks all over."* (You have also told the child what to do in specific terms.)
- ◆ Use a child's name to call on him; then distract him from inappropriate behavior, by putting his mind back on work with a question or request. *"Jim, show us what your drawing looks like."*
- ◆ Speak directly to the behavior. *"Your talking is disturbing the group,"* rather than, *"You are disturbing the group."* Always let

the child know you like him, but do not like his actions; be specific.

- ◆ Say what you mean. If you say, *"Quiet now; it's one o'clock,"* it might be too vague. It is better to say, *"Quiet now; it is time to get our cots and settle down for a nap."*
- ◆ Set your limits at the beginning, and make sure your children know what they are. Use clear, specific words to describe the rules.
- ◆ Give directions when everyone is listening. It is best to use only one direction at a time. Put the verb first and use a minimum of words, *"Hold onto your partner's hand,"* is better than, *"It can be dangerous walking down the street, so it is better to hold on to your partner's hand."*
- ◆ Use praise and/or simple incentives for positive behavior: *"If you line up quickly and quietly, we can be the first ones into the theater."*
- ◆ Give children choices only when you mean to. Don't say, *"Do you want to sit down?"* when you mean, *"Sit down!"*
- ◆ Children respond well to logical reasons in answer to their questions of "Why?" For example, *"You have to wash your hands because you've been playing outside and they are dirty."*
- ◆ Don't make judgments. *"You must not hit her because it will hurt her and cause her to feel sad."* is better than *"You are a bad girl today!"*

GUIDING BEHAVIOR WITH ACTIONS AND CONSEQUENCES

GUIDING BEHAVIOR THROUGH ACTIONS

- ◆ Demonstrate the appropriate behavior; for example, show children how to close the door properly.
- ◆ Lead the way. Take a child by the hand and show him how to walk quietly to the bathroom.
- ◆ Stand near a child, who is just starting to act up. You are a distraction to his action, and also it lets him know you are in control.
- ◆ Cultivate that LOOK. You know the one. It silently communicates: "Don't do it! Stop it!" When you give a child that look, he knows that his behavior is inappropriate, and you find it so. Always make eye contact.
- ◆ Use hand gestures. They communicate in a non-verbal way that you mean it. Shake your finger; put your finger to lips; touch a child on the shoulder.
- ◆ Don't be afraid to restrain a child. Hold the child if he is dangerous to himself or others. Hold his face gently, but firmly, with both hands to make him stop and listen to you.
- ◆ Remove the child from the situation. Have him go to a seat, a Time Out corner or room. Time Out should not be used as a threatened punishment; it should be used only to disrupt the undesirable behavior.
- ◆ The atmosphere and your manner should be warm, friendly, low, and controlled. These are important, non-verbal communications.
- ◆ You are the role model. What you ask for and expect from your children, you must be or do, also.
- ◆ Show approval with a smile,

handshake, hug, wink, or pat on the shoulder.

GUIDING THROUGH CONSEQUENCES

If your words or actions are not enough to influence a particular child's behavior or fail for the whole group some of the time, what can you do?

It's time to follow through with CONSEQUENCES. You should never make a demand that you are not willing to follow through on; you must be prepared with some action if the child does not do what you ask.

Be careful about using too many demands to get children to do as you say. If your demand is: "*Walk, don't run!*" Try either a HINT, an "I" MESSAGE, or a QUESTION. Hint: "*Everyone should be walking.*"

"I" message: "*I would like everyone to slow down and walk.*" Question: "*Will you please walk, not run?*"

The demand is: "*Walk, don't run.*" But you really mean: "*Do as I say. Or else!*" What is the "Or else?" A consequence! It can be a few minutes alone in a Time Out place, the taking away of a privilege or fun activity, or a call home to parents. First, the child should know what is expected of him and what the consequences for inappropriate behavior will be. That way, the child is making a choice: he will do what is expected or suffer the consequences.

But consequences also can be positive. When you see behavior you like, give children a positive consequence for their actions. You can give them praise.

(Be very specific; praise the task, not just the child, in general.) Or, the consequence might be something the child wants and enjoys. For instance, if the child wanted your attention, the result of appropriate behavior could be time spent with you.

Encourage positive behavior by responding right away and as often as possible, to things children do correctly. Here are some ideas for consequences to positive behavior:

- ▲ More game or outside time
- ▲ Choosing a circle time activity
- ▲ Spending time with an adult
- ▲ Being first to do something
- ▲ Bringing toys from home
- ▲ Stickers
- ▲ An award. Four, five, and six year olds love these. Have a stack of them and sign them to send home.
- ▲ Making a child "Leader for the Day." The child gets to choose games, songs, and to line up first. Of course, each child will get to the Leader of the Day some time during each month, or, at very least, a few times each year.

You can make a "Leader of the Day" sash for children to wear. Get a 4-inch wide ribbon about 3 1/2 to 4 feet long. Dovetail ends and staple together. Write words in glue and add glitter or use paints.





For People Who Care for Young Children

SPRING SCAVENGER HUNTS

There are many ways to explore and discover spring in your area, but one of the most fun ways for both adults and children is to have a scavenger hunt! What you decide to find on your scavenger hunt will definitely depend on where you live. For example, in the Northeast you might choose to look for robins, green grass, dandelions, buttercups, daffodils or tulips, buds on trees, etc. in the months of May and June. Some items common to all areas might be a small twig, a stone or pebble, a green leaf, a feather, and so on. But you need not be limited to one type of scavenger hunt! Here are some ideas to get you started.

◆ One hunt might be for seeing things but not collecting them. For example, you might ask children to point to a puffy cloud that brings April Showers or a bird collecting materials for a nest. You can use pictures such as the ones on page 3 to help children remember what they are looking for.

◆ On another scavenger hunt, you might provide egg cartons for each small group or pair of children with specific instructions. One group may be collecting things that are green. Another group might be collecting things that are brown. Another pair might be collecting things that are round or curved; and, still another group might collect things that are straight or



square. These would all be things children could pick up when they can see them.

◆ Another time, look for things children can **HEAR** such as a crunchy leaf, a snapping twig, or a squishy flower bud dropped on the ground!

◆ **TASTING** scavenger hunts can be dangerous, as you want children to learn about **NOT** eating berries and mushrooms in the wild. But you can have a **SMELLING** scavenger hunt! Be sure to contrast "city smells"--bakery, gas station with "country smells"--newly mown grass, flowers.

◆ Looking at the same thing at different times or during different weather will show children all about changes in the spring! Try early morning and late afternoon hunts. Late afternoon is often a time when children get restless and need an exciting activity.

◆ Look for things that are part of the animal world (birds, insects, squirrels, and so on). Look for signs that someone was there (tracks, holes).

◆ Look for plants that have appeared in the spring (flowers, weeds, seedlings, tree leaves, buds and flowers, and so on)

◆ Look for people doing spring things (cleaning up outside, playing in the nice weather, raking gardens, planting seeds, trimming plants)

◆ Find clothes people wear in the spring (definitely not a collecting 'scavenger hunt').

◆ Let children learn concepts on scavenger hunts. Look for:

- ▲ opposites such as short/long, light/dark
- ▲ patterns in leaves, gardens;
- ▲ colors, shapes, number of items
- ▲ things that begin with a specific letter such as "B" (bird, bud, bug)

WHAT TO TAKE ON YOUR SCAVENGER HUNT

*Looking for items on a scavenger hunt is always fun and exciting!
Make it more exciting by providing detective tools.*

- ◆ Magnifying glasses (Small plastic ones to string on a necklace are available in party supply stores and through catalogues.)
- ◆ Containers for collecting items: clean, foam meat containers (Get these from your butcher), fast food containers with tops, egg cartons, baskets, paper bags, boxes, paper cups, and small trucks with carrying spaces in the back. (Little guys love this!)
- ◆ Clipboards with pencils attached with string and paper for drawing pictures and recording comments
- ◆ Cameras to capture special pictures
- ◆ Tape players to record observations and comments
- ◆ Other detective tools—plastic bags, tweezers, rope or hoops for circling areas to investigate
- ◆ Sun visors, hats, boots, plastic gloves, first aid kit



FOLLOW-UP ACTIVITIES

Be sure to start early enough so that follow-up time isn't lost when children have to leave to go home. A follow-up project and discussion makes the scavenger hunt even more fun!

- ◆ Talk about all your finds. Make sure everyone feels good about having participated by mentioning something interesting about the items no matter how common they may be. (Jimmy's twig may have an interesting pattern of bark after seeing six twigs in a row!) Have follow-up discussions a day or two later to notice changes in the items (for example, shriveled leaves).

Try to let children tell you what they found and what they think. Enthusiastic adults often give too many answers. Remember that someone probably allowed you to grow and discover or you wouldn't be doing what you are today!

- ◆ Set up a discovery table inside so that everyone can appreciate the daily discoveries! Use the items for math and science activities, discussion and story starters, as well as "Show and Tell items!"
- ◆ Younger children can put their finds on the sticky side of contact paper hung on a wall or window!
- ◆ Do art and craft projects, using the "finds."
- ◆ Create stories about the objects and hunts. Record these on tape and story paper. Let children illustrate them.
- ◆ Play learning games with the objects: match items that have similar characteristics; measure items; weigh them on a small scale; find the missing item on the tray; count; sort; sequence.





For People Who Care for Young Children

WAVE THAT FLAG!

The American flag is a symbol of national unity and patriotism. Affectionately called "Old Glory," the colors of the flag all have meaning. Red stands for hardiness and valor. White stands for purity and innocence. Blue stands for vigilance, perseverance, and justice. Your children will see lots of flags on Memorial Day—so why not make "Red, White, and Blue" your theme this week and help children create both individual and group American flags to show their patriotism.

PATRIOTIC T-SHIRT!!

This project is very easy even for a 3 year old. Children will want to wear these all the time, but you can suggest that they wear them on patriotic holidays such as the Fourth of July.

You'll Need: white, cotton T-shirt
★ 2 trays ★ red fabric paint
★ blue fabric paint ★ brown bag
★ star-shaped sponge or cookie cutter

What to Do:

1. Take a white, cotton T-shirt and insert a brown grocery bag inside of it to make the surface firm.
2. Put out two trays—one with red fabric paint and the other with blue fabric paint.
3. Take another brown bag and cover one-half of the T-shirt vertically so that only one side of the white cotton is exposed for the child to work on.
4. Using a star-shaped sponge or cookie cutter, invite each child to dip into the blue paint and print on one side of the T-shirt blue stars.
5. **LET THIS DRY COMPLETELY**—then move the brown bag to the other side of the

shirt (where you made the blue stars). Cover that side, exposing the other white cotton surface.

7. Show children how to dip a long, narrow side of a regular kitchen sponge into the red paint and make lines down that side of the shirt (stripes).

8. **LET THIS SIDE DRY COMPLETELY** before children try on their creations.

When children wear their T-shirts, teach them to sing this song about the American Flag. (Tune: "Frere Jacques/Are You Sleeping?"):

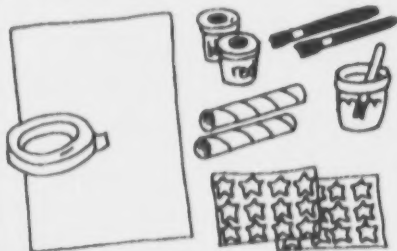
*Red, white and blue;
Red, white and blue,
Colors of our flag;
Colors of our flag.
Red and white stripes,
Red and white stripes,
Fifty stars,
Fifty stars!*



MAKING FLAGS

FLAG FOR TODDLERS AND TWOS

You'll Need: large piece of white paper (9 x 12 inches or larger works well) ★ large foil star stickers or stars cut out from foil ★ glue ★ watercolor paint cakes in red and blue OR tempera or poster paint in red and blue ★ small shallow dish of water ★ sponge ★ paper towels ★ short, large-handled brushes ★ empty paper towel rolls ★ tape



What to Do:

1. If doing watercolors, set up a piece of paper to paint on, a shallow dish of water for wetting the brush, and a sponge or folded paper towel for blotting any extra water.
2. Show children how to "quick dip" in the water, blot the brush, touch the paint, and touch the paper. Let children explore the process and enjoy it. Be prepared for some spills and mixed-up colors.
3. If using tempera paints, begin with one color at a time. That is enough for a toddler. Show children how to dip the brush and then get the paint on the paper. Enjoy the process together and accept whatever the child does. There is no such thing as too much or too little paint.
4. Let paintings dry.
5. Sit with children and lick star stickers for them or place a dab of glue on the back of homemade stars. Encourage children to stick

stars on their red, white, and blue paintings.

6. Tape pictures to paper towel rolls.

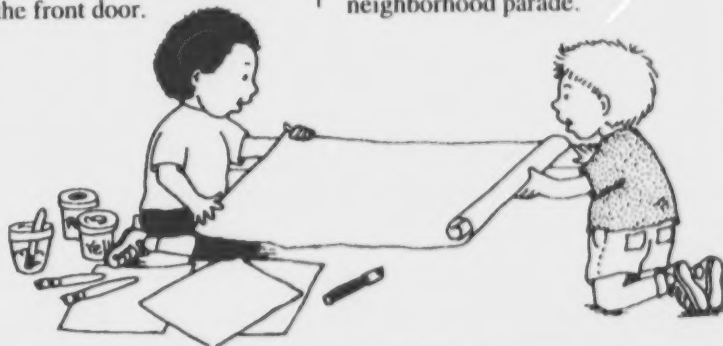
7. Play patriotic marching music. Let children parade around with their flags.

GROUP FLAG FOR THREES AND FOURS

You'll Need: red and yellow paint ★ marker ★ paint trays ★ blue construction paper ★ glue ★ 2 x 3-foot sheet of white paper

What to Do:

1. Draw lines for the stripes and a box in the upper left hand corner on the paper with a wide marker.
2. First have children tear blue construction paper into pieces.
3. Let them glue pieces in box to make a blue square.
3. Have children fill in the bottom stripe by dipping their hands in the red paint and pressing them end-to-end within the lines of the stripe.
4. Have them repeat this process every other stripe. You might want to put your handprint at the beginning and end of each stripe you want to be red.
5. Have children wash their hands thoroughly and dip their fingers in yellow paint and make stars in the blue box.
6. Display your flag in a window or on the front door.



LEARNING FLAG FOR FIVE AND SIX YEAR OLDS

You'll Need: blue fingerprint ★ fingerprint paper ★ masking tape ★ cardboard tube from wrapping paper roll ★ red crepe paper ★ glue

What to Do:

1. Let each child help you arrange four pieces of fingerprint paper into a rectangle with the longest side as long as the cardboard tube.
2. Tape the pieces together, using masking tape on one side only.
3. Help each child cut 13 pieces of red crepe paper streamers the length of the longest side of their rectangle.
4. Let children glue these horizontally to the paper to make the stripes of the flag.
5. Let each child fingerprint one piece of paper blue.
6. Help each child cut it into a square. This will become the blue field of their flag.
7. Glue the square to the upper left hand corner of the rectangle.
8. Let children draw stars on white paper and help them cut these out and glue them to the blue field. (They don't have to make 50!)
9. Roll the top of the flag around the wrapping paper tube and tape securely with masking tape. Each child can carry her flag in a neighborhood parade.

PATRIOTIC PARFAIT

You'll Need:



vanilla yogurt



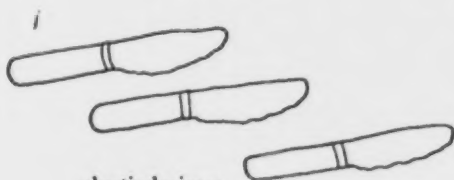
blueberries



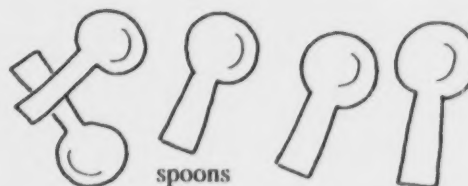
strawberries



clear plastic cups



plastic knives



spoons

What to Do:

1. Let children help slice the strawberries with plastic knives.
2. Invite each child to place a few spoonfuls of yogurt into a clear plastic cup.
3. Help him add a layer of strawberries, followed by another layer of yogurt.
5. Next help him add a layer of blueberries, then yogurt.
6. Repeat these layers to the top of the cup.

To meet CACFP requirements, each parfait should have 1/2 cup of fruit.



BOOK CORNER:

IN THE

- 📖 *Memorial Day* by Mir Tamim (Heineman)
- 📖 *Memorial Day* by Helen Frost (Pebble Books)
- 📖 *The Flag We Love* by Pam Munoz Ryan (Charlesbridge)
- 📖 *Red, White and Blue: the Story of the American Flag* by John Herman (Grosset & Dunlap)
- 📖 *The Star-Spangled Banner* by Peter Spier (Illus.) (Yearling)

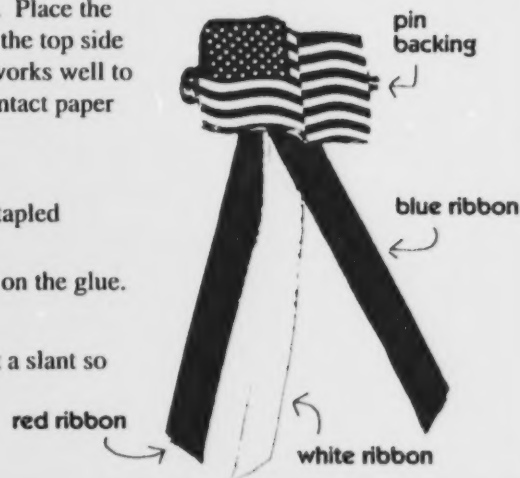
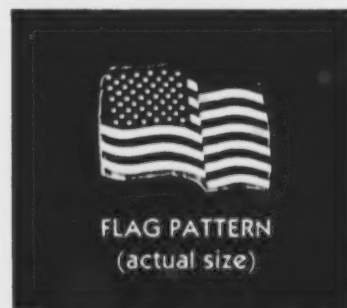
MAKE PATRIOTIC PINS

Selling these pins can be a great fund raiser for your program if you make a lot of them. Jackie Kustan, age 14, and her family made over 1,500 of these patriotic pins. They sold them for \$1.00 each and donated the money to the American Red Cross. The total donation was over \$1,800.00. In Jackie's words: "It is a good feeling to know that we were able to help when our country was in such great need."

You'll Need: red, white, and blue ribbon (1/4-inch wide) ★ 1 3/4-inch pin back (they are also called bar pins, available at craft stores) ★ stapler ★ glue gun (ADULT SUPERVISION) ★ scissors ★ clear contact paper

What to Do:

1. Plug in the glue gun and allow to heat.
2. Cut each piece of ribbon to 2-1/2 inches long.
3. Place the tops of the ribbons together. First place the red piece, angle the white piece, and add the blue on top. Position them so that the red and blue flare out (the pieces will look like a triangle). Staple the tops together.
4. Cut out the flag on the picture above. Color it in.
5. Take a small piece of contact paper and peel off the backing. Place the flag on top of the paper. Fold the contact paper over to cover the top side of the flag and press firmly. (Contact paper can be tricky. It works well to have two people do this step—one to place the flag on the contact paper and the other to cover the flag.)
6. Place the flag face down on your work surface.
7. Put a small line of glue on the back of the flag. Position the stapled ribbons on top of the glue in the middle of the flag.
8. Place a small line of glue on the ribbon and put the pin back on the glue.
9. Allow the glue to dry for 5 minutes.
10. After the patriotic pin has dried, cut the ends of the ribbon at a slant so that they do not fray.



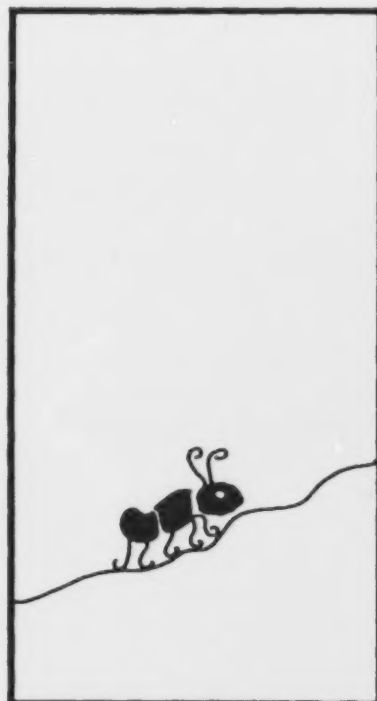
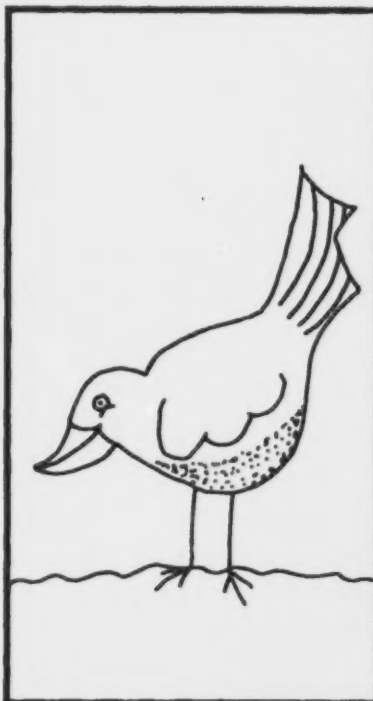
Ideas: Martha A. Hayes, Kathy Faggella, Jackie and Belinda Kustan

Art: Catherine Minor, Debby Dixler

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SPRING SCAVENGER HUNT

Try to find these things while outside on a walk. Color each picture.



from *Think It Through* by Martha A. Hayes and Kathy Faggella (First Teacher Press)

BOOK CORNER:

IN THE

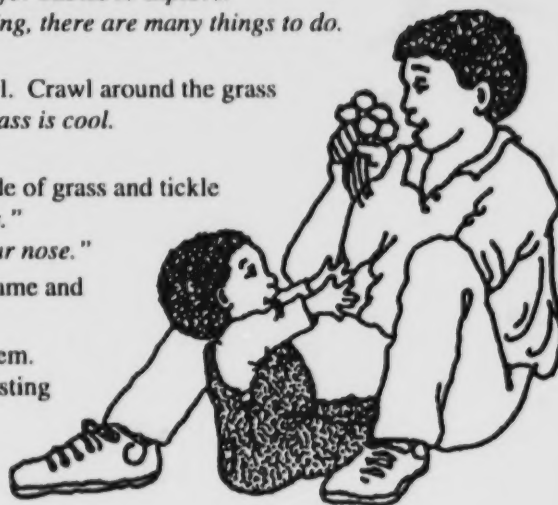


- 📖 *Spring Song* by Barbara Seuling (Harcourt Brace)
- 📖 *Hopper Hunts for Spring* by Marcus Pfister (North-South Books)
- 📖 *It's Spring (Celebrate the Seasons)* by Linda Glaser (Millbrook Press)
- 📖 *Possum and Peeper* by Anne Hunter (Houghton Mifflin)
- 📖 *Rabbit's Good News* by Ruth Lercher Bornstein (Houghton Mifflin)
- 📖 *Mop's Treasure Hunt* by Martine Schaap (McGraw Hill)

INFANT CARE: Explore the Great Outdoors

*The outdoors is a great place for babies to explore.
With babies who are comfortable crawling, there are many things to do.*

- ◆ Find a grassy area with lots of room for the baby to crawl. Crawl around the grass with the baby. Talk about how the grass feels: *"This grass is cool. It feels scratchy on my knees."*
- ◆ Sit on the grass with the baby in your lap. Pick up a blade of grass and tickle the baby's nose with it. Talk to the baby: *"This is grass."* *"See, it is green."* *"Tickle, tickle. The grass tickles your nose."*
- ◆ Play hide-and seek behind a bush. Call out the baby's name and see if he can find you.
- ◆ Put some toys in the grass. Make sure that he can see them. Invite him to crawl to different toys, exploring the interesting outdoor environment as he goes.



TODDLER FUN

Once a baby can toddle around on her two feet, you can give her a small plastic pail to carry outside. Help her discover small rocks, colorful leaves, twigs, and feathers on the ground. Let her place these in her pail.

Find a comfortable spot where you both can sit down and dump out the contents of the pail. Invite the toddler to pick up each of the treasures she found. Tell her the name of each one and something about it: *"This is a feather. It is soft."*

Help her put the objects back in the pail. Then let her dump them out again. Challenge her to pick up a leaf or rock and hand it to you.

Ideas: Gail Jones

Art: Catherine Minor, Nina Woldin, Kathy Faggella

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CLASSROOM CLARA and/or CLARENCE

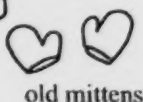
A handy toy to have around is a life-sized doll. This doll is made with child-sized clothes, shoes, yarn hair, and a fabric face. Children can use the doll to talk to, take out frustrations on, or for role playing what they'd like to do or say to a real person. Sit the doll somewhere so it can be seen easily and is always available.



real children's clothing
(size 6-8 is good),
jeans and long-sleeved
turtleneck shirt

socks

sneakers



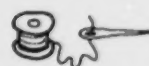
old mittens



scissors



fabric (If possible, use the
special interlocking knit
polyester that fabric stores
carry to make doll faces.)



needle and thread



1 skein yarn for hair



stuffing (old nylon stockings,
polyester stuffing for face and hands)



felt scraps
(blue, red,
brown)



permanent
black marker



blusher

What to Do:

1. Stuff the jeans, shirt, and socks with old nylons.
2. Sew shirt to jeans and cuffs to socks.
3. Cut a 12-inch circle of fabric and sew a running stitch around the edge. Gather by pulling thread into a bag shape. Stuff the bag with polyester stuffing.
4. Knot off the thread and push the needle through the ball from an opening in the back to center front. Create a nose by stitching a circle and pushing stuffing up into it. Sew on circle-shaped felt scraps for eyes and mouth.
5. Use real blusher to make pink cheeks. Use permanent marker to make pupils for eyes.
6. Sew the head to the shirt very securely. Use yarn for hair. To make short curly hair, sew it on in loops all over the head. To make long braids, sew long pieces securely down center and braid two sides.
7. Stuff mittens and sew each "mitten-like" hand to the cuff of the shirt.



by Kathy Faggella

First Teacher Magazine (First Teacher Press)

REDIRECTING BEHAVIOR

Sometimes you need to redirect children's troublesome behavior. It is often channeling frustrations, anger, hostility, and or sadness into approved paths of behavior. It is much like the idea of distraction, that works well for the toddler. You can redirect or channel an inappropriate behavior by calling a Time Out, and then, suggesting alternatives.

Many times, physical activity will help work out angry and hostile feelings that are leading to problem behavior. Some suggestions are:

- ◆ Running around. Mark off a small track around your outdoor area. You can make boundaries with yarn or a line of small rocks. Have the child, who is constantly acting up, take a run or even fast walk around the track.
- ◆ Cooking with children can help guide and channel behavior into creativity. Cooking has lots of processes which children can get into to keep their minds and hands occupied. It also has a final product, which has a pleasant feeling associated with it. The best cooking involves the most processes. Making dough is a wonderful way to redirect children's energy and pent-up feelings. Use any simple bread dough recipe.
- ◆ Make a hitting-kicking gallery in an outdoor area or out-of-the-way indoor area. Buy many different-sized NERF balls. (NERF balls are foam and come in many sizes.) On one wall,

fence, or board, paint a few bulls-eye targets; some high and one or two ground level. Children can use NERF balls to throw or kick at targets.

◆ Use rock music for dancing. Pent-up energy can be enjoyably used up while dancing. Young children pick up steps and moves from each other, as well as TV and older brothers and sisters.

◆ Encourage children to use rhythm instruments, particularly drums, sticks, and tambourines, to lighten spirits and chase away angry, hostile, or miserable feelings, that crop up at times. Play music that children can "beat" along to.

◆ Make a suspended punching

bag for children that like to hit. Redirect their energy from other children to this bag.

◆ Carpentry helps let off steam, if you assist children with hammering nails or cutting a board with a child-sized saw. (Just set the nail into a lump of clay and stand back so the young carpenter can swing the hammer to his heart's content!) Make sure the board is set in a vise for sawing.

◆ A good-sized lump of play dough is excellent for pounding. Children can work the play dough until they calm down, then use it for modeling. Play dough seems to provide children a way to let off steam.



Ideas: Kathy Faggella

Art: Debby Dixler, Catherine Minor

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GIFTS FOR MOM: EASY FROZEN JAM RECIPES

STRAWBERRY FREEZER JAM

(adapted from the *Settlement Cookbook*)

You'll Need:



1 quart ripe strawberries



4 cups sugar



1 Tblsp. lemon juice



1/2 bottle of liquid pectin

What to Do:

1. Help children crush berries thoroughly with plastic fork and spoons.
2. Place in a large bowl. Add sugar, mix well, and let stand.
3. Mix lemon juice and add pectin. Let children stir until all sugar crystals are dissolved.
4. Ladle quickly into jars and leave to set, it may take 24 hours. Store in freezer.

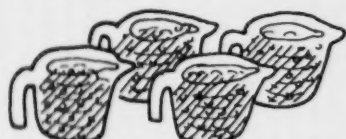
Will keep in the refrigerator for 3 weeks.



FREEZER PEACH JAM

(Source: National Peach Commission)

You'll Need :



4 cups peeled, crushed fresh peaches



1/4 cup lemon juice



1 (1 3/4 oz) package powdered fruit pectin



1 cup light corn syrup



5 1/2 cups sugar



What to Do:

1. Pour peaches into a large kettle and add lemon juice.
2. Let children stir and slowly add pectin. Let stand 20 minutes; stir every 5 minutes to blend pectin with fruit.
3. Add syrup and blend well; add sugar and blend well.
4. Cook over low heat until just warm to the touch (about 100° F). Do not allow mixture to become hot.
5. Pour jam into jars to within 1/2-inch of top. Cover jars at once. Let stand until "jellied."
Store in freezer until ready to use.
6. Send home for Mother's Day. Keep in refrigerator once jar has been opened.

BOOK CORNER:

IN THE

- 📖 *Mother's Mother's Day* by Lorna Balian (Humbug)
- 📖 *Clifford's Happy Mother's Day* by Norman Bridwell (Cartwheel)
- 📖 *No Time for Mother's Day* by Laurie Halse Anderson (Albert Whitman)
- 📖 *A High-Fiving Gift for Mom* by Judy Bradbury (McGraw Hill)

AFTER-SCHOOLER IDEA: A FLOWER-Y CARD

Give this special card to Mom on Mother's Day. Grandmothers would like one too!

You'll Need: wilted flowers (preferably not too thick) ● scissors ● clear contact paper ● construction paper ● pen, pencil or marker

What to Do:

1. Select a variety of wilted flowers.
2. Fold a piece of construction paper in half to make a card.
Cut a piece of contact paper a little larger than the size of the front of the card.
3. Peel the backing off of the contact paper, and lay it sticky side up.
4. Think of a design using the flowers. You may want to trim the flowers and just use the petals or leaves.
5. Lay out the design on a piece of paper. Once you are happy with your arrangement, place the flowers on the sticky side of the contact paper and press flat.
6. Place the cover of the card on top of the contact paper. It helps for two people to do this step: one holds one piece of contact paper and the other person places the construction paper on top of it.
7. Trim the edges. You might scallop the edges or add colored tape to them.
8. Write a special message to your mom. You might want to make up a poem such as this one. Use the word MOTHER or MOM, or Mom's first name, and place the letters down the left side of the page. Write a word, phrase, or sentence describing your mom beginning with each letter in the column.

Makes waffles on Sundays.
Only gets mad at me when I break a big rule.
Tells me about when she was a girl.
Hates to clean the cat's litter box.
Every night helps me with homework.
Really loves me and I love HER!



Ideas: the editors

Art: Debby Dixler, Nina Woldin

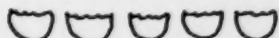
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GRASSY EGGHEADS

YOU'LL NEED:



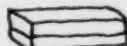
5 cardboard strips
(6 inches x 1/2 inch)



5 empty eggshell halves

plastic wrap

sponge



cotton puff



coffee grounds



vermiculite



soil



grass seed



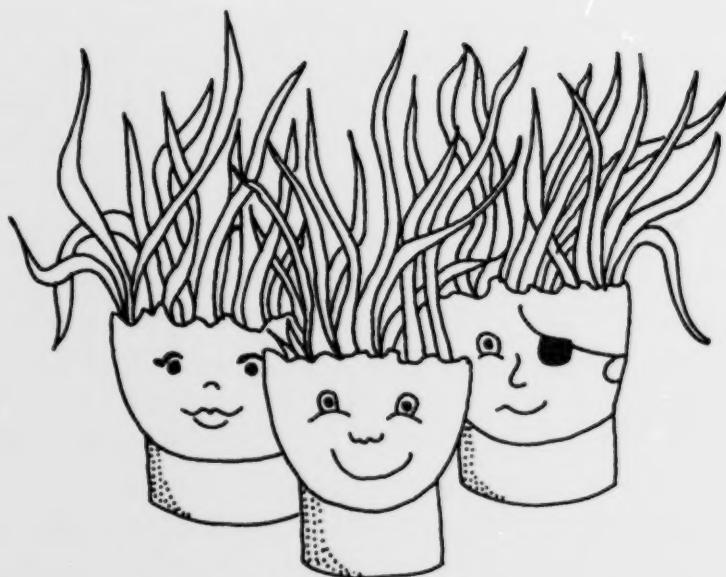
glue



water mister



marker



WHAT TO DO:

1.

Make a cardboard collar to set each eggshell into by gluing the ends of the cardboard strip together. Place the eggshell on the collar.

2.

Let each children fill each eggshell halfway with one of the following: • a sponge • a cotton puff • vermiculite • soil • coffee grounds



3.

Sprinkle one teaspoon of grass seed over materials in each eggshell.

4.

Help children dampen seeds in each eggshell with water mister. Cover egg halves with plastic wrap.

5.

For one week: keep seeds moist and out of direct sunlight.

After one week: uncover seed sprouts and place in direct sunlight.

6.

Let children use markers to draw faces on eggshells.

from *Think It Through* by Martha A. Hayes and Kathy Faggella (First Teacher Press)

INFANT CARE: An Early Problem to Solve

Even before babies reach their first birthday, they can begin to understand that objects can exist even if they are not seen. You can play a game with babies to reinforce this important concept they will use later for problem-solving. Sit on the floor with the baby and show her a toy. Let the baby play with the toy for a few minutes and you then ask her if may play with it. Take the toy and cover it with a napkin. Place the covered toy where the baby can reach it. Help her to find the toy and then cover it again with the napkin and play the game again. Ask the baby about the toy: "Where is the ball (name of toy)? Make it a mystery—look in various places before finding the toy. Play this game until the baby finds and uncovers the toy herself. Then play the game with a different toy.

ENCOURAGE CREATIVE THINKING

▲ Let children watch how birds build nests and notice what happens after the nest is completed. Because the growth cycle of the bird occurs so quickly, children can see the development from the nest to the egg stage to the bird learning to fly. Picture cards can be made of each event as it takes place.

Then let children arrange the cards in the proper order. These same types of cards can be made for plant development, the steps involved in planning, planting, and caring for a garden, or the stages in the life of a butterfly.

▲ Have children gather the same types of materials that a bird does—straw, grass, twigs, yarn, and string. Let them experiment with trying to "build" a nest.

You may wish to let children make two-dimensional nests by fastening the materials onto sheets of cardboard.



▲ Have children make paper bag or sock puppets of their favorite flowers.



Then let them (or "the puppet") give information about themselves, including their names, what colors they are, where they like to grow, and what they think will happen to them—be picked, eaten, die when it gets cold.

▲ Help children find a tree or bush to "adopt." Provide time for them to observe it daily. Have them lie on their backs and think about the tree and what is special about the place where it grows. Ask them to think about that living object—has someone or something lived in it, what changes have happened to it, and so on.

▲ Help children make their own books to record things about spring they like: colorful items, things with shapes they like, things that

make them feel good. If children want to "write" in their books, help them with names, colors, or short sentences or stories.

▲ Have children take a walk and talk about the new growth appearing. Ask them to decide what is not changing and might be considered "old." Point out that a tree or bush is old, but that old items can grow new parts.

▲ Encourage children to collect the sounds of spring. Have a tape recorder handy so that children can tell you when to record. Later on, play the tape back and have them tell what they think might make sounds like that.

▲ Encourage children to imagine other "noisemakers" besides the actual object that might make the same sounds.

▲ Have children walk fast for several minutes outside on a sunny day. Point to the shade under a tree. Ask them to tell how they think they will feel if they sit under the shade of that tree. Then, let them find out if their predictions were true.

Ideas: Martha A. Hayes, Kathy Faggella

Art: Catherine Minor, Debby Dixler, Kathy Faggella

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GREAT BREAKFAST IDEAS

BREAKFAST SUNDAE

You'll Need: one small container of non-fat yogurt: vanilla, plain, or your choice ♦ three kinds of fresh fruit such as strawberries, blueberries, peaches, bananas, grapes, or apples ♦ granola or Grape Nuts ♦ handful of raisins

What to Do:

1. Let your child spoon yogurt into a sundae dish or fancy bowl.
2. Help her layer on three kinds of fresh fruit.
3. Let her sprinkle on a little granola or some Grape Nuts.
4. Let your child sprinkle on some raisins.

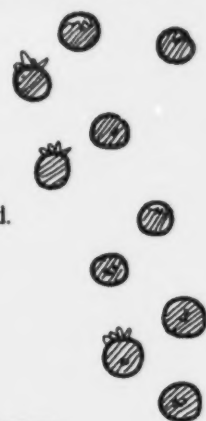


BLUEBERRY BUCKLE

You'll Need: 3/4 cup sugar ♦ 1/4 cup margarine, softened ♦ 1 egg ♦ 1/2 cup milk ♦ two cups flour ♦ 2 tablespoons baking powder ♦ 1/2 teaspoon salt ♦ 2 cups canned (drained) or fresh blueberries ♦ 1/2 cup sugar ♦ 1/3 cup flour ♦ 1/2 teaspoon cinnamon ♦ 1/4 cup margarine, softened

What to Do:

1. Preheat oven to 375 ° F.
2. Let your child wash and drain blueberries in a strainer.
3. Let him help you cream the margarine and sugar until light, then beat in the egg.
4. In a small mixing bowl, let your child combine flour, baking powder, and salt. Alternately, add the flour mixture and the milk to the creamed margarine. Mix until well blended.
5. Gently fold in the blueberries. Spoon the batter into a greased 9-by 9-inch pan.
6. To make the topping, let your child combine the sugar, flour, cinnamon, and soft margarine together. The mixture should be crumbly.
7. Let him sprinkle the topping over the batter evenly.
8. Bake for 45 minutes, or until cake springs back when touched.
9. Remove the cake from the oven, and let it cool slightly before cutting. It is best when it's served warm.



P-NUTTY COCOA

You'll Need: 1/2 cup quick chocolate flavored drink mix ♦ 4 cups milk ♦ 1/2 cup creamy peanut butter ♦ marshmallows

What to Do:

1. Help your child to measure chocolate mix and milk and mix in saucepan. Discuss where milk comes from, what food group it belongs to, and how it changed when mixed with chocolate. Mix until chocolate is dissolved.
2. Add creamy peanut butter and stir to blend.
3. Heat almost to boiling.
4. Pour in mugs or cups. Let your child add marshmallows.



PLANS FOR MAY

Activity	Week of April 29	Week of May 6	Week of May 13	Week of May 20	Week of May 27
Circle Time					
Free Choice					
Learning Centers					
Creative Art Activity					
After-Schoolers					
Prep Work					

S119 P2



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June 2002

For People Who Care for Young Children

10 WAYS TO MOVE YOUR PROGRAM OUTDOORS

1. Outdoor learning is not only fun but also easy when you and your children brainstorm all the ideas in each area of your program. Make written plans using what children know and what they want to learn more about. Ask children how they could learn more about numbers outside. What shapes and colors could they find outdoors?

2. Set up rules with children for outdoor play areas and how each should be used. Discuss the other things that need to be worn for safety such as sun visors or sunglasses, sunscreen, and insect repellent. Be sure to get parental permission before using these. Discuss other safety ideas such as "buddies" and "freezing when asked to."

3. Use animals and insect life to teach social and emotional skills to children. Let them watch a colony of ants working together toward a common goal.

4. Plan centers for all areas of your program just as you would indoors; decide on special places

that will appeal to children. You can have a reading cave, a nature nook, or a math meadow!

5. Look with children for daily changes in the weather, plants, and the environment. Record the observations in a daily journal or log that children can draw pictures for. Use the observations to create stories and songs.

6. Record activities with stories and photos and share them with the local newspaper and community bulletin boards. Build self-esteem and foster good public relations at the same time.

7. Plan for fun ways to have snack and lunch such as using backpacks, having a picnic, making munchable necklaces for hikes, and using canteens to drink.

8. Plan for lots of messy play—sand, water, mud. Decide beforehand about cleaning up, safety rules, and numbers of children allowed to play in this area at the same time. Give children ID cards and let them place these in pockets at the "messy center." When the

pockets are full, children must find another place to play until someone leaves this center.

9. Adapt music and movement activities to use large outdoor spaces. Invite parents and grandparents to teach children some of their favorite childhood games. Teach jump rope jingles and play "Kick the Can."

10. Make your summer goal one of protecting, appreciating, and learning about the environment as you and your children have fun outdoors.

THIS MONTH IN EVERDAY TLC:

- Reading and Gardening
- Father's Day Cards and Gifts
- Singing in the Spring
- Have an Alphabet Party
- Learn-at-Home Training:
Managing an Effective Program Operation



BOOKS TO READ

FATHER'S DAY

- 📖 *Perfect Father's Day* by Eve Bunting (Clarion)
- 📖 *What Daddies Do Best* by Lynn Munsinger (Simon & Schuster)
- 📖 *I Love My Daddy Because...* by Laurel Porter-Gaylord (Dutton)
- 📖 *Daddy Is a Doodlebug* by Bruce Degen (Harpercollins)

SINGING

- 📖 *The Singing Chick* by Victoria Stenmark (Henry Holt)
- 📖 *Lucky Song* by Vera B. Williams (Greenwillow)
- 📖 *My Grandmother Is a Singing Ya-Ya* by Karen Scourby D'Arc (Orchard)
- 📖 *Tessa's Tip-Tapping Toes* by Carolyn Crimi (Orchard)

THE ALPHABET

- 📖 *The Cat in the Hat's Great Big Flap Book* by Dr. Seuss (Random House)
- 📖 *Chicka Chicka Boom Boom* by John Archambault (Aladdin)
- 📖 *Q Is for Duck: An Alphabet Guessing Game* by Mary Elting (Houghton Mifflin)
- 📖 *Tomorrow's Alphabet* by George Shannon (Mulberry)

GARDENING WITH YOUR CHILD

It's time to plant and tend your garden. Whether it is in a bushel basket or on an acre of land, you and your child will have wonderful learning experiences in the garden. Why not pair the digging in the dirt with reading in the shade! Here are some suggestions for books about gardening:

- 📖 *The Gardener* by Sarah Stewart (Farrar, Straus, & Giroux)
- 📖 *Muncha, Muncha, Muncha* by Candace Fleming (Atheneum)
- 📖 *Planting a Rainbow* by Lois Ehlert (Harcourt Brace)
- 📖 *Jack's Garden* by Henry Cole (Mulberry)
- 📖 *The Ugly Vegetables* by Grace Lin (Charlesbridge)
- 📖 *Weslandia* by Paul Fleischman (Scholastic)

Here are two garden-related activities you can enjoy with your child.

- Create a vegetable garden in a bushel basket. Line the basket with a heavy duty plastic bag. Punch holes in the bottom of the bag for drainage. Staple the top of the bag to the basket so that it fits snugly. Fill the basket with soil, and let your child choose what should be grown—leaf lettuce, radishes, green onions, and so on. Keep the basket in a sunny window and encourage your child to water it when the surface of the soil becomes dry.
- If birds or rabbits are eating too much of your outdoor garden, or simply for fun, make a scarecrow. Let your child stuff old clothes with some type of padding or crumpled newspaper. Insert a broom handle to add some strength. Encourage your child to make a face from a sack or stocking and come up with a wild hat!

SONGS FOR DAD

A SPECIAL FRIEND

(Tune: "B-I-N-G-O")

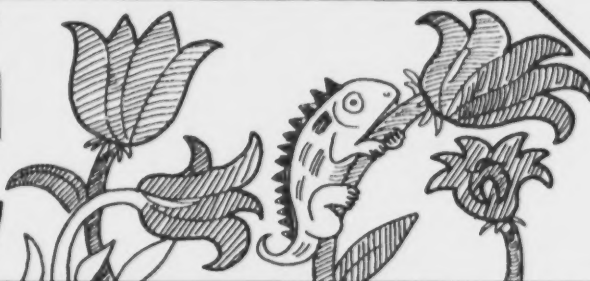
*I have a very special friend,
And Daddy is his name-O,
D-a-d-d-y, D-a-d-d-y, D-a-d-d-y,
and Daddy is his name-O!
He always loves and cares for me,
And Daddy is his name-O,
D-a-d-d-y, D-a-d-d-y, D-a-d-d-y,
and Daddy is his name-O!*

DAD IS SPECIAL

(Tune: "Are You Sleeping?")

*Dad is special, very special,
Every day, every day!
He is my best pal
I am his best pal
Let me say:
"I love you!"*





For People Who Care for Young Children

GARDENING+BOOKS=FUN

It's time to plant and tend your garden. Whether it is in a bushel basket or on an acre of land, gardening will provide wonderful learning experiences for your children. Pair the digging in the dirt with reading in the shade and those learning experiences multiply! Here are some suggestions for books about gardening and follow-up activities.

● *The Gardener* by Sarah Stewart (Farrar, Straus, & Giroux) Lydia Grace has been sent to the city to live with her Uncle Jim while her family struggles with hard times. Uncle Jim does not smile and Lydia Grace finds the big city very, very big. But Lydia works to bring a little bit of the farm to her new city home. Slowly, she is able to transform the roof of their apartment into a magical garden and even win a smile from her uncle.

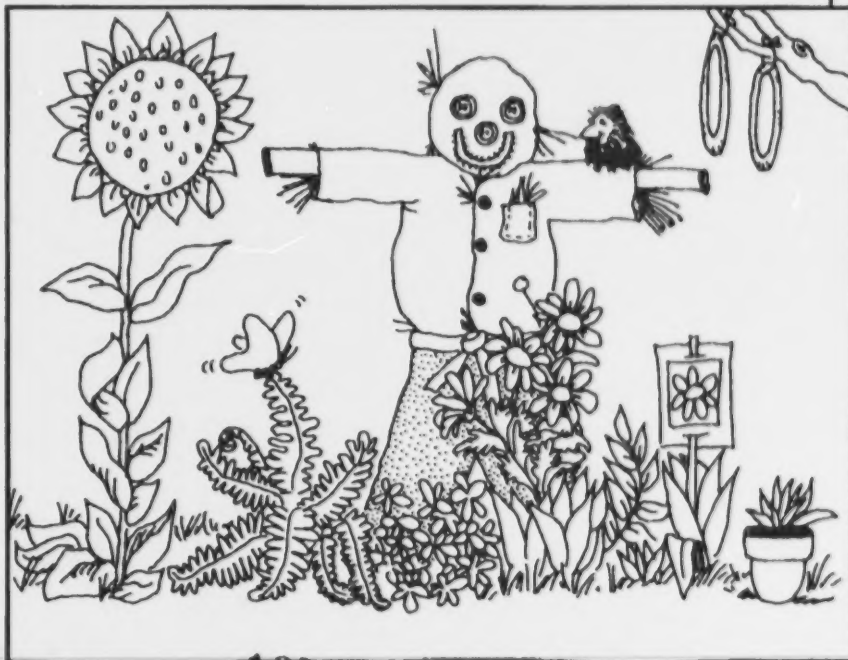
▲ Help children make a small vegetable garden in a bushel basket. Line the basket with a heavy duty plastic bag. Punch holes in the bottom of the bag for drainage. Staple the top of the bag to the basket so that it fits snugly. Fill the basket with soil, and let children choose what should be grown—leaf lettuce, radishes, green onions, and so on. Keep the basket in a sunny window and have children water it when the surface of the soil becomes dry.

● *Muncha, Muncha, Muncha* by Candace Fleming (Atheneum) After years of dreaming of planting a garden, Mr. McGreely finally gets a hoe and watering can and makes his dream come true. Sadly for him (but fortunately for us), this is not the happily-ever-after part of the story. Late one night, three hungry bunnies appear: "Tippy-tippy-tippy, Pat! Muncha! Muncha! Muncha!" The next morning finds our farmer grinding his teeth over the ruined sprouts. So he builds a small wire fence. That night... "Muncha! Muncha! Muncha!" So Mr. McGreely builds a tall wooden wall. Children will

hang on every word until they find out, once and for all, who will win the battle of the broccoli.

▲ If birds or rabbits are eating too much of your outdoor garden, or simply for fun, make a scarecrow. Let children stuff old clothes with some type of padding or crumpled newspaper. Insert a broom handle to add some strength. Encourage children to make a face from a sack or stocking and decide how to come up with a wild hat!

▲ Help children spray foil pans bright yellow and hang them from poles or trees to protect the garden. If they are hung close together, the pans can be wind chimes.



MORE BOOKS IN THE GARDEN

● *Planting a Rainbow* by Lois Ehlert (Harcourt Brace) Children can watch the planting and growth of a family garden from bulbs, seeds, and seedlings to a rainbow of blooms that can be picked and carried home.

Teach children these songs.

I'M A FLOWER

(Tune: "Are You Sleeping?")

*I'm a flower, I'm a flower,
See me grow! See me grow!
Sun and rain together,
Makes good growing weather.
Don't you know—
How I GROW!*

FLOWERS GROW

(Tune: "Muffin Man")

*Oh, do you know how flowers
grow?
How flowers grow?
How flowers grow?
Oh, do you know how flowers
grow?
Up and down our street.
Yes, I know how flowers grow,
How flowers grow,
How flowers grow.
The sun and rain help flowers
grow,
Up and down our street.*

● *Jack's Garden* by Henry Cole (Mulberry) "This is the garden that Jack planted." Building on the traditional tale about Jack, Cole, an elementary science teacher, creates a delightful guide to creating a garden. Double-page spreads with realistic drawings of flowers, birds, clouds, and butterflies, show the garden's progress during the growing season. Smaller, labeled illustrations around the borders

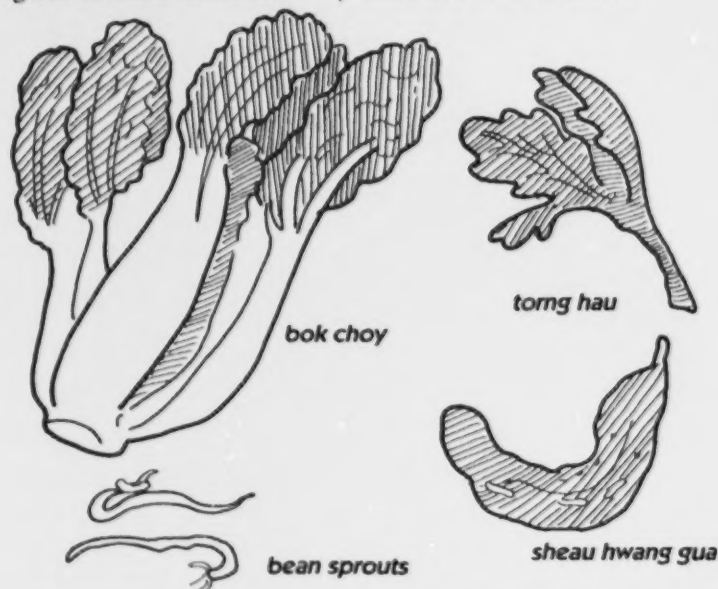
depict familiar objects such tools, seeds, and insects. A page of gardening suggestions is included.

▲ Using a poster-sized piece of paper, keep a Garden Journal with your group. Every day, add a line or two to describe what is happening or who is visiting your garden. Invite children to draw pictures of the plants, birds, butterflies, or the sky on a given day. Tape or staple the pictures around the poster and create a display. Then at the end of the summer, take down the pictures, rewrite the story on 8 1/2 by 11 paper, and staple all sheets together to make a book. Be sure to date the book so that you can read it next year at planting time!

● *The Ugly Vegetables* by Grace Lin (Charlesbridge) While the neighbors' gardens bloom with beautiful flowers, Grace sees nothing but wrinkled leaves and

dark vines growing in hers. She doesn't believe her mother who says that what she is growing is actually better than flowers—until the harvested *sheau hwang gua*, *torng hau*, and other Chinese vegetables have been chopped up and put into the soup pot, and neighbors appear at the door with armloads of flowers in order to get a taste of the delicious soup. The book ends with a recipe reminding us of Nora Dooley's *Everybody Cooks Rice*.

▲ Visit a supermarket with your children if you can and look at all the colorful vegetables. Point out the ones that are often used in Asian cooking—bok choy, bean sprouts, etc. If you cannot make this field trip, buy an assortment of vegetables. Cut them up and stir fry them in a little oil. Add some grated ginger and soy sauce and serve over white rice.

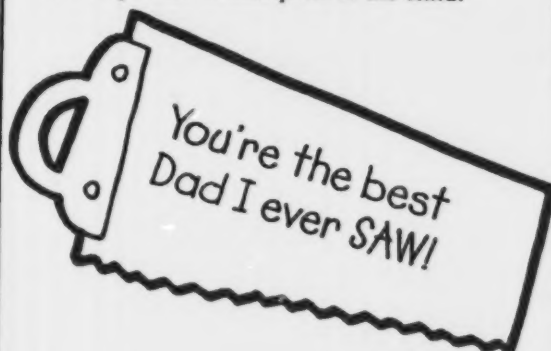




For People Who Care for Young Children

EASY-TO-MAKE FATHER'S DAY CARDS

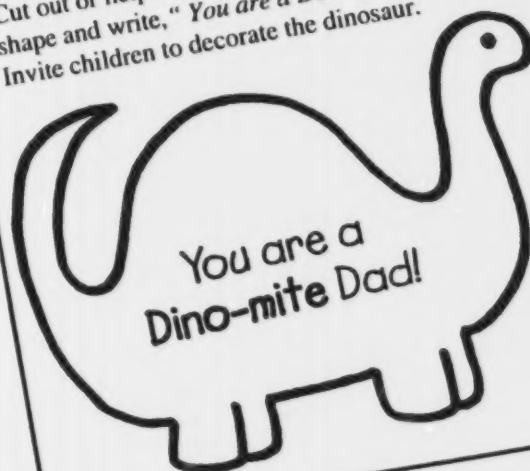
Cut out the shape of a handsaw using construction paper or plywood. Print "You're the best Dad I ever SAW!" Add a picture or handprint of the child.



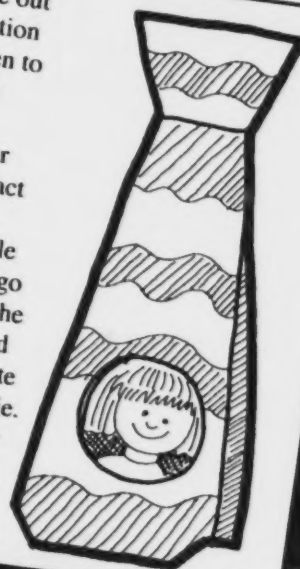
Cut out a fish shape from construction paper. On the fish write, "I'm hooked on you, Dad!!" Let children decorate the fish. Encourage them to find a twig on a walk outside. Staple a piece of yarn to the mouth of the fish. Tie the other end of the yarn to the twig.



Cut out or help children cut out a large dinosaur shape and write, "You are a Dino-mite Dad!!" Invite children to decorate the dinosaur.



Cut a neck tie shape out of a heavy construction paper. Invite children to decorate the tie with paints, crayons or markers. Laminate or cover with clear contact paper once decorated. Cut a quarter-sized hole where a tie clip might go and insert a picture of the child as the tie clip. Add the child's name and date on the back side of the tie. You can attach magnetic tape to make a refrigerator magnet. Or Dad can use the tie as a bookmark.



EASY-TO-MAKE FATHER'S DAY GIFTS

HELPING HANDS GIFT/CARD

You'll Need: tempera paint ● construction paper ● white copier paper
● stickers, crayons, markers, etc. ● stapler

What to Do:

1. Talk to children about things they can do around the house to help their dads.
2. Give each child four pieces of folded white copier paper. Help children cut along the folds.
3. Help children cover their hands with paint and make handprints on one side of each sheet.
4. When prints are dry, help children fold a piece of construction paper to make a cover.
5. Staple children's handprints inside.
6. Let children decorate their covers. Dads can then tear out the pages of the card and present them to their children when they need a "helping hand."

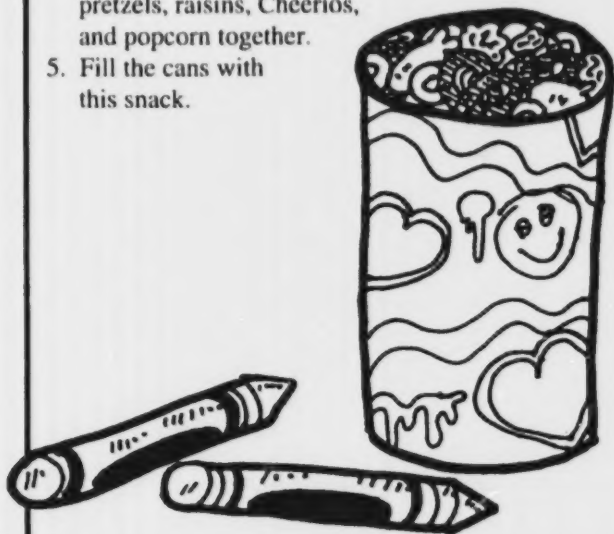


SNACKS FOR DAD

You'll Need: construction paper ● small coffee cans, well washed out ● clear contact paper ● stickers, paints, markers, crayons, etc. ● 2 boxes of fish shaped crackers ● 1 large bag of pretzels ● 1 large bag of raisins ● 2 boxes Cheerios ● popcorn

What to Do:

1. Help children decorate snack food containers for Father's Day. Let them decorate the construction paper with stickers, paint, markers, crayons, etc.
2. Glue decorated papers onto the coffee cans.
3. Cover with clear contact paper.
4. Invite children to mix the fish crackers, pretzels, raisins, Cheerios, and popcorn together.
5. Fill the cans with this snack.



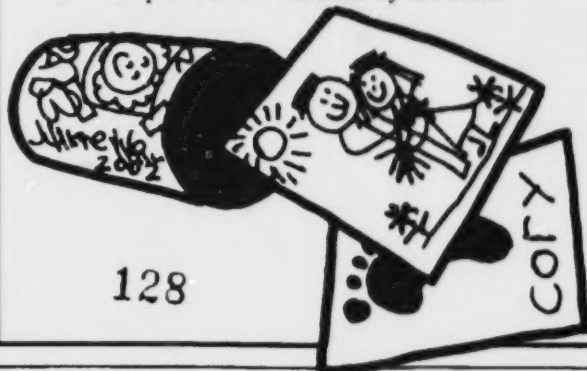
FATHER'S DAY "TIME CAPSULE"

Start this project the Monday before Father's Day. Make one item a day. Present to Dads on Friday, June 16.

You'll Need (for each child): coffee can
● copy of recent photo of child ● construction paper
● crayons, markers ● white paper

What to Do:

1. Glue a picture of the child to construction paper.
2. Write "A Time Capsule for Dad—June 16, 2002." Invite the child to decorate the paper with crayons or markers.
3. Glue the construction paper to the can.
4. Put the following items in the can:
 - ▲ The child's handprint on a sheet of paper
 - ▲ The child's footprint on a sheet of paper
 - ▲ An "All About Me" sheet so Dad can remember special things about his child at this age (See page 3.)
 - ▲ An "All About My Daddy" sheet (See page 3)
 - ▲ examples of artwork done by the child





For People Who Care for Young Children

INFANT CARE: Life Begins with Music

"One day, two days, three days old"—our life begins with music. Even before birth, we are surrounded by the living, rhythmic beat of our mother's heart. We are all born with musical abilities. This inborn ability to respond musically is universal. Children all over the world begin to sing before they talk—begin to dance before they walk.

Unfortunately, without encouragement, a child's inborn musical abilities often stay locked up inside. What was a natural free response becomes one surrounded by inhibitions, awkwardness, and a feeling of insecurity that says, *"I can't sing."* *"I can't dance."* *"I don't know how."* *"I'm afraid my way won't be acceptable."* When you include music in your program—singing, dancing, responding to the rhythm, melody, and tempo of music, you encourage musical growth.

From birth on, we can sing with children, rhyme together, finger play together, and dance together. The more everyone does it, the better it feels. Here are three experiences that encourage

musical expression and child-directed musical play.

ROCK-A-BYE YOUR BABY

A newborn baby is very sensitive and is often soothed and comforted by musical sounds. But remember, so is the four or five year old. We never outgrow a lullaby. Hold a child close and sing or hum a little song. The child feels your vibrations, hears your melody, and often senses that this is an expression of love. When we sing to children in this way, we say it's okay to sing about the things we do and FEEL.

ECHOING THE SOUNDS OF CHILDHOOD

Listen for those beautiful first sounds: the babbles, the gurgles, the coos, the goos—more like singing than talking. Echo these sounds and others as they become a part of the living experience. Back and forth singing conversations are joyous and encourage babies to explore their own vocal sounds. Pick up on other sounds too: body sounds, block sounds, chanting sounds. Use these sounds to accompany a song,

a march, a poem. When we use a child's creation in this way, we say you're okay, and so are the things you create.

RATTLE, RATTLE, AND DRUM YOUR SOUND

We would never think of putting an baby's rattle on a high shelf, out of reach. What about rhythm sticks, drums, bells, cymbals, wood blocks, sand blocks ... Instruments and musical things are exciting materials that encourage children to explore sounds in their own special way. A child can play and discover without any guidance from a parent or caregiver. When we give children materials to explore on their own, we say we trust the child to make choices.

Music should be as natural as eating, sleeping, talking, or walking. Music should be a part of each child's life, woven into the fabric of her day. Every child has a need and a right to grow musically. We must create a place for the babies in our care that encourages musical play.

PRE-SCHOOLERS: Learning to Sing

Singing is a complicated skill. Children must listen, remember what they hear, and then control their voices to imitate the sounds they hear. But it is important to sing on a regular basis so that children can learn to make their voices flexible. Encourage children with comments such as, "I can tell you like to sing," or "Making sound is fun." Other skills that children learn through music are following directions, listening skills, using symbols, the concept of same/different, and cooperation. The following activities combine children's natural love of animals and imitation with skills needed for singing.

◆ **Animal Roll-Call** Select an animal that makes a special sound in the high or low category. A cow would make a low sound while a monkey makes a high one. Practice making the sound as a group. Discuss the sound qualities of high/low, short/long, soft/loud, and fast/slow, using the animal sound as an example. Call each child's name and have that child answer with the animal sound. Choose a different animal every day of the week.

◆ **Animal Moves** Animals not only make special sounds, but also have special movements. Help children imitate different animal movements. Examples include: gallop like a horse, lumber like an elephant, scamper like a mouse, hop like a rabbit. Clap the rhythm of the animal movements and talk about them in terms of fast/slow and bouncy/smooth.

◆ **Voices and Claps** Select a catchy word, phrase, or name to sing.

▲ Create a tune for the words. Say the words. "Jingle bells." "Cookie monster."

▲ Chant the words with the tune. "Jin-gle bells." "Cook-ie mon-ster."

▲ Whisper the words with the tune. "Jin-gle bells." "Cook-ie mon-ster."

▲ Hum the tune. "Hum-hum. Hum. Hum-hum. Hum-hum."

▲ Clap the rhythm. Clap-clap. Clap-clap-clap. Clap-clap.

▲ Have children make up a rhythm for their own name and teach it to the group.

◆ **Tap Your Fingers, Stomp Your Feet** Using fingers tapping on a table or feet stomping on the floor, create a rhythmic pattern for children to echo. Start with simple patterns of no more than three sounds and challenge children to echo as many sounds as possible. Change the tempo and number of sounds with each turn. Have children learn to echo as a group before asking them to do it on their own. Expand the activity to include clapping, using rhythm sticks, blocks, bells, drums, other musical instruments, and any objects that can be used to make sound.

◆ **Fill in the Sounds** Select or invent a short story to which it would be easy to add sound effects. Practice the different sounds in the story as a group before reading. Read the story to children and have them produce the sound effects. Sound effects may be produced with voice, body, or musical instruments. Have children figure out how certain sounds can be made.

◆ **Puppet Voices** Select two puppets and create two very different voices for them. An old woman's voice would be high and shrill. A old man's voice might be low and gruff. Talk about the tone of voice qualities and their differences. Pick a short phrase, name, or rhyme for each puppet to say. Have children take turns as a group, as pairs, and then alone talking for each puppet. Then let children experiment with finger puppets themselves.

FAMILY GLOVE PUPPET

felt circles decorated with permanent markers (to represent family members and pets) and glued onto fingertips of adult-sized gardening or work glove



◆ **House Sounds** Tape sounds around the house. Play the sounds for children and have them identify each sound. Then have children imitate the house sounds. Ideas for sounds to tape include: TV, telephone, refrigerator door shutting, door squeaking, then shutting; drawer sliding; chair scraping floor; blinds being raised; vacuuming; running water; toilet flushing; money dropping. This activity makes children more aware of their surroundings.



For People Who Care for Young Children

A PARTY THAT'S EASY AS ABC

Celebrate the letters with an Alphabet Party. This is fun to do at the end of the year. Even if you have some children over the summer—June tends to mark an ending. Even if you have a group of twos and threes, they can enjoy the festivities and their introduction to the world of letters and words. Have parents join you to celebrate the end of the spring or the beginning of summer.

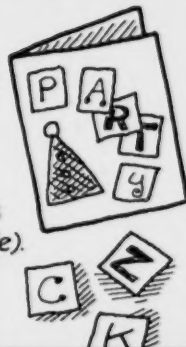
Parties are wonderful not only for the festivities themselves, but also for their planning and preparation. They are a learning experience in themselves. Children can help decorate the invitation pages by adding drawn, stamped, or pasted-on letters. Not only can they plan the food, they can also make some of it. Learning songs beforehand will help children sing out confidently and act as models for their parents. Games can be learned ahead of time to make them more fun during the party.

The following are some suggestions for your Alphabet Party. Choose the ones that you think would interest your children and parents.

INVITATIONS

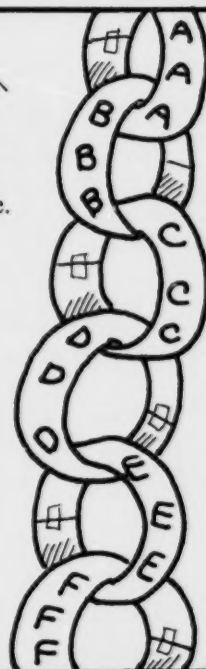
Type or write the necessary information and reproduce for each child. The invitations might look nice stamped, collaged, with yarn glued on, or with letter rubbings. Your invitation might read:

You are invited to join our group for a potluck Alphabet Party. Your letter is _____. (Fill in one different letter for each family.) Please bring in something to eat that begins with this letter or is in the shape of this letter (*cookies, a cake, pretzels, for example*). We will be sharing food and fun, so please join us.
R.S.V.P.



DECORATIONS

- ◆ Display the decorative letters that you've made during the year: (the banner, papier mache letters, sculptured letters). If you haven't made letters before, give each child a large cardboard letter. Ask children which letter they would like. Then each child can decorate that letter. Suggestions:
- ◆ 2-3 year olds can collage or crayon or paint the letter in a color whose name starts with that letter.
- ◆ 4-6 year olds can cut out pictures from old magazines whose names start with the letter and glue them onto the cardboard.
- ◆ Hang letter chains on walls and ceilings.
- ◆ Display an alphabet photo mural.
- ◆ Use large foam letters to spell out WELCOME.
- ◆ Help children make place mats out of paper with their names written in large letters. Or, roll long strips of paper down long tables and let children decorate "their places."



LET THE PARTY BEGIN!

DRESS

▲ Invite children to come dressed as a letter. Challenge families to find clothes and colors that start with the letter to make a colorful, festive outfit.

▲ Instead of name tags, parents and children can wear initial tags. This makes a great ice breaker as parents try to guess other guests' names by just seeing the initial.



SONGS

▲ Sing the ABC song.

▲ Sing the following song with children if you can get all their names down to 4 or 5 letters.

(Tune: "BINGO")

*There is a child
that I know well
and Sammy is his name-oh
S-A-M-M-Y, S-A-M-M-Y
S-A-M-M-Y and Sammy is his
name--oh!*

GAMES

Spend the rest of the time playing games both children and parents can enjoy. Games can be fun if you've planned ones that have been particular favorites of children during the year. Try to give them an alphabet theme.

▲ "I'd Like to Get to Know You" When everyone has an initial name tag, ask them all to group themselves according to their first initial. Everyone will

have fun seeing who else has a name that begins with their letter. Kim will love to know that there are Keiths, Karens, Kates, Kerrys, and Kens that share her initial.

Ask each group to "Give me a K (or L and so on)." Have them respond by shouting out their group's initial. This is a rousing way to either start or end a party.

▲ **Letter Telephone** Have everyone sit in a circle. (Make two circles if there are too many people.) Have one child start by picking a small letter out of a box and looking at it without letting anyone see it. Have him hold it in a closed fist. Have him whisper the name of the letter to the person sitting next to him and pass the letter on. That person whispers and passes to the next person and so on. No one is allowed to look at the letter until the message gets to the last person in the circle who announces what was whispered and looks in his hand to see if it is right. Let very young children team up with a parent.

▲ **Pin the Letter on the Alphabet.** Draw the letters of the alphabet in order left to right along a long, large strip (or taped pieces) of paper. Attach the mural to a wall about four feet off the ground. Have each person take a turn holding one cut-out paper letter of the alphabet and try to "pin it on" (use tape with young children) the correct place on this long alphabet mural.

You might want to blindfold parents and turn them around once or twice. After everyone has taken a turn, see which person has come closest to pinning his letter onto the correct position of that letter in the alphabet. Those people who come closest are the winners.

PARTY FAVORS/ART PROJECTS

Put out materials and invite children and their parents to make at least one of the following crafts.

▲ **Bendable Beads** The parent bends one piece of green floral wire (or 18-gauge coiled wire) one half inch up at one end and staples that end to a scrap piece of wood. Let children string wooden beads on wire to within one-half inch of end. Adult uses pliers to bend wire end into a loop to hold beads in place. Children and their parents can bend this bead sculpture into letters.



▲ **Puffy Letters** Combine one cup of flour and one cup of water in a bowl and stir until the mixture is smooth. Divide the mixture into three bowls equally. Add food coloring to each bowl. Let children dip the cotton ball into one bowl until it is completely covered with mixture. Do not squeeze the ball! Then children and their parents can place the cotton balls on a lightly greased baking sheet in the shape of a letter. Make sure each letter touches the one next to it. Bake in a 300° F oven for one hour or until lightly browned and hard. Let the letter cool on the baking sheet. Letters can be used as is or mounted on cardboard.



YOU CHOOSE!

- ◆ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the *Nutrition Education & Child Care Food Program*
- ◆ Earn State Licensing Hours
- ◆ Do Both!!

Learn-At-Home Training for Child Care Professionals

Over the course of a one-year subscription to EVERYDAY TLC, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA. These same training modules have been approved for one hour each (total of 8 per year) toward your state licensing hours for family child care providers in the following states: AK, AL, AR, CO, MA, OH, OK, OR, PA, RI, TX, WY (16 hours)*

It's Easy and Convenient:

- Step 1:** Review the continuing education self test and professional article in this issue of *EVERYDAY TLC*.
- Step 2:** Sit back, relax, and read through your issue of *EVERYDAY TLC*.
- Step 3:** Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!
- Step 4:** Remove your completed test sheets from *EVERYDAY TLC*. Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:
- EVERYDAY TLC*
P.O. Box 180
Wilmington, NC 28402
- Your certificate of completion of continuing education credits will arrive within 3-4 weeks.
- Cost:**
- ◆ CDA \$80 for all 8 tests (40 CDA clock hours)
 - ◆ State Licensing Hours \$5.50 per test
- OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a \$22.00 check or money order. (for state licensing hours only)
- Note:** The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.
- Questions:** Please call: 1-800-677-6644.

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

PROFESSIONAL GROWTH

The best way to complete administrative tasks is by creating a schedule for completing them. If there becomes too much work, it gets discouraging even if you leave reports for 'later,' that is 'when they are due.' Some work must be done on a daily basis such as the daily reports that go home to parents. Other forms, such as observations and assessments, can be kept on a regular, even daily basis, but reviewed monthly. Some forms need to be attended to when children enter the program such as the health forms. So first consider making or reviewing a management report schedule.

1. Do you have a Management Report Schedule? ☐ yes ☐ no

If yes, then review it to make sure it is being properly used. Attach it to this test and tell how you keep it.

If you do not have a Management Report Schedule, make one and attach it.

- List, in a column along the left side of a page, the many reports you must keep, including daily reports, observations, attendance, curriculum plans, inventory reports, and supply requisition sheets.
- In the middle of the page, write out who is responsible for doing the report and what must be done.
- On the right side of the paper, state the time each report is due.

2. Attach three forms that you use in your program. Include an accident report, an emergency form, and one other form. These are needed for your CDA Resource File, if you are creating one. If you do not have them, obtain one from another program, a resource book, or create your own.

3. Making lesson plans is important for all programs-- infant, toddler, preschool, and family day care. By using weekly prepared lesson plans, we are able to provide developmentally appropriate activities for each of our children, based on our observations of them and their needs. Explain how you plan activities for your children.

Who does the planning? _____

Where do you find activities? _____

How do you decide whether an activity was a success? _____

Give an example of a successful activity that you would do again with children. _____

Give an example of an unsuccessful activity that you would not include in your weekly plan again. _____

4. How do you evaluate your program to make sure you are doing the best you can for your children? Please explain.

5. How are you evaluated in your role as an early childhood caregiver? (For example, do you do self evaluations or does someone come in to evaluate you?) Please explain.

6. If you or your program are not evaluated on a regular basis, what might you do to have this valuable service provided? (Some suggestions: hire an educational consultant who will do it, or have another provider do it for you and you can do it for her.)

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____

☐ CDA ☐ TRAINING CERTIFICATE

FOLLOWING THE RULES

by Kathy Faggella



One aspect of our work as early childhood caregivers is program management. We might feel that it takes away from our direct time with the children. It sometimes seems too obvious to even think about. It may call on skills we think we don't have. But, policies and procedures are an important part of our work. These policies and procedures are outlined in handbooks and ensure that everyone connected with the program knows what is expected of them and what to expect.

Each program must have handbooks—one for parents and also a staff handbook, if you have any people working for you.

It is necessary because any childcare program is a system that works because all the parts work together. You have expectations and those must be stated to all newcomers, whether parents, caregivers, or volunteers. In turn, parents must know what they are going to happen when you care for their children. This is done best in a formal handbook for families.

First, obtain a copy of the state regulations from your state. You can use the information in it as a guideline for your handbook.

A handbook should include the basics as well as the philosophy of your program. The philosophy tells everyone what you are trying to accomplish. It is generally written in terms of the child. For example: *"Children will be encouraged to develop their abilities through hands-on play with other children*

and with a wide variety of materials." A written philosophy is usually a paragraph and captures the essence of the program.

The basics of a **parent handbook** include:

- the hours of operation. (You might want to state what happens when parents are late in picking up their children.)
- fees and charges.
- medical and health requirements.
- policies on closings for bad weather, vacations, holidays.
- policies on emergencies. (Include the need for parent/family/friend contact numbers.)
- how to report accidents; mandated reporting such as in abuse cases.
- policies on discipline (positive guidance) for children.
- statements on respect for cultural diversity and confidentiality.

A **staff handbook** should include all of the above with these additions:

- job descriptions for each staff position. (Staff members are called on to be flexible and help where needed.)
- requirements for hiring such as training (a CDA or Associate Degree) and background checks (fingerprinting and TB testing).
- procedures for maintaining the safety and health of children.
- policies for talking with parents (For example, children should be out of earshot when parents and staff are speaking about them.) and when the director/supervisor/owner must be called into a meeting.

- how and when staff members are evaluated.

We are often called upon to 'document' things—accidents, biting incidents, children's behavior, suspected signs of abuse—to mention just a few. Documentation means to make a written statement of a situation exactly as it happened, date it, and keep it on file. Other routine record keeping forms you need to have are:

- emergency and medical forms for each child.
- accident report forms.
- daily reports for parents on children's behavior, health, activities.
- field trip permission forms.
- daily attendance and sign-in forms.
- observation/assessment reports.
- parent contact forms. (Always record when you speak to a parent, in an official capacity, either in person, by phone or in writing.)
- community collaboration form. (Record all times when you need to coordinate your families with other community resources.)
- inventory and supply request forms.
- staff time sheets/leave request forms.
- weekly plan outlines.

Being a program manager calls on our skills of planning and organization, writing, and paying attention to details. Again we are shown to be true professionals in our chosen careers.

JIGGLING LETTERS

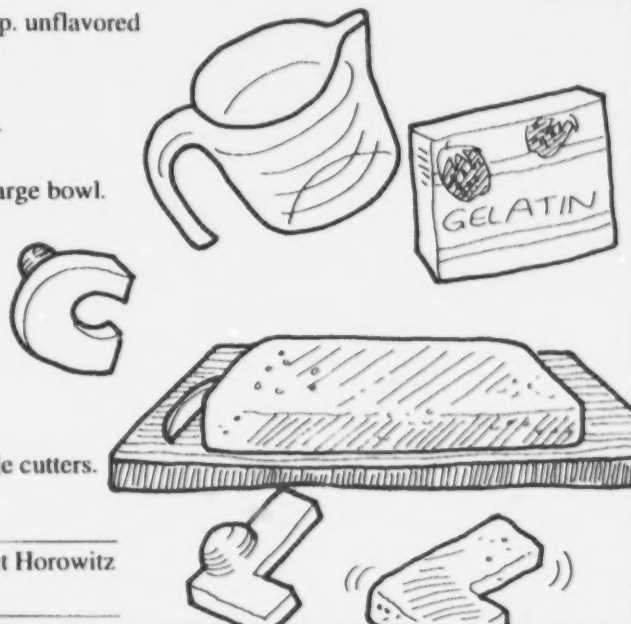
You'll Need: 2 packages of flavored gelatin ● 3 Tbsp. unflavored gelatin ● 2 cups of boiling water ● 1 cup cold water

What to Do:

1. Put 3 Tbsp. unflavored gelatin in 1 cup cold water. Mix very well.
2. Let children put packages of flavored gelatin in a large bowl.
3. Add boiling water and mix. (ADULT ONLY)
4. Let children add plain gelatin to flavored gelatin and stir until everything is dissolved.
5. Pour into 8-by-8 or 9-by-9 pan. Refrigerate from 20 minutes to one hour to set.
6. Remove solid gelatin from pan with spatula. Place on cutting board.
7. Let children cut out letters with letter-shaped cookie cutters.

Jiggling Letters Not Creditable for the CACFP

from *Alphabet Adventures* by Kathy Faggella and Janet Horowitz (First Teacher Press)



NAME CRACKERS

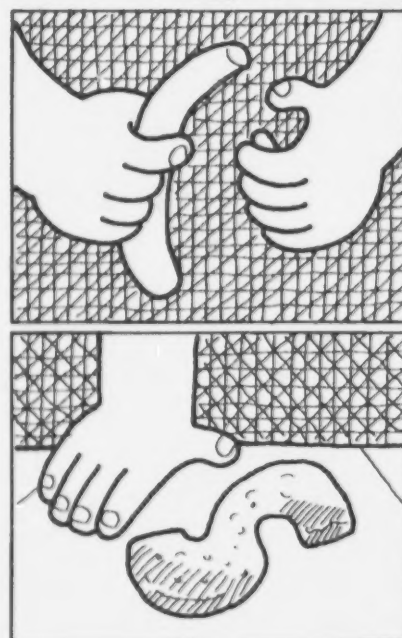
You'll Need: 1 cup flour ● 1/8 tsp. garlic or curry powder ● 1/8 tsp. salt ● 4 Tbsp. sesame seeds ● 4 Tbsp. cold water ● 5 Tbsp. cold butter ● applesauce or butter

What to Do:

1. Let children mix the flour, seasonings, and seeds in a bowl.
2. Cut in butter until mixture is crumbly. Add cold water and stir.
3. Form into a ball and let children knead ten times.
4. Let children roll dough into long snakes and shape into letters and names.
5. Flatten with hands on an ungreased cookie sheet. Bake 15 minutes at 350° F.
6. Serve at your party with applesauce or butter.

Name Crackers CACFP Credit Bread/Bread Alternate

from *Hands-On Cooking: Through the Seasons* by Kathy Faggella (First Teacher Press)



BOOK CORNER: IN THE

- 📖 *The Cat in the Hat's Great Big Flap Book* by Dr. Seuss (Random House)
- 📖 *The Accidental Zucchini: An Unexpected Alphabet* by Max Grover (Harcourt Brace)
- 📖 *Q Is for Duck: An Alphabet Guessing Game* by Mary Elting (Houghton Mifflin)
- 📖 *Tomorrow's Alphabet* by George Shannon (Mulberry)

ABC BOOK GUESSING GAME

There are many good, fun beautiful ABC books that can help children on their way to "alphabet learning." Since many of the ABC books have one main illustration for each letter, their format lends itself to simple games and activities. Try this game with the suggested books or adapt it to other books you have.

First, read through the book as you usually do, making sure that all the children can see the pictures. Answer any questions.

Play a guessing game. "How many things (pictures) can we remember from this book?" Give clues: "I remember something that begins with a K that we use to open a locked door." Let children look through the book to refresh their memories. When they make the correct guess, repeat the word and the letter it begins with as well.

BOOK FOLLOW-UP: *Chicka Chicka Boom Boom*

Read the classic alphabet book, *Chicka Chicka Boom Boom* by John Archambault (Aladdin) with children. Then try one of these activities.

Read the book with children. Help children paint a giant coconut tree on a large piece of paper. Cut alphabet letters from construction paper or buy adhesive-backed letters (used to make posters) in a school supply or art store. Let children put the letters on the tree as you read the story again.



Use magnetic letters and a cookie sheet or refrigerator door for this activity. Paste a paper coconut tree on the magnetic surface. Read the book. Ask questions such as: "What did the letters do?" and "Why did they fall out of the tree?"

As you read the book a second time, have the children come up one by one and move the letters up and down the tree.



Ideas: Kathy Faggella

Art: Debby Dixler, Nina Woldin

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SINGING SALAD

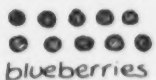
YOU'LL NEED:



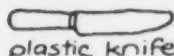
apples



bananas



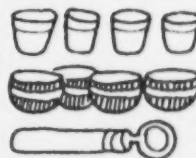
blueberries



plastic knife



melon
(watermelon or
cantaloupe)



paper
cups

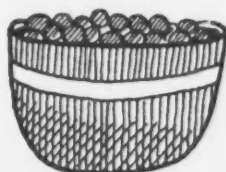
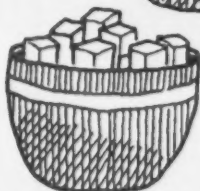
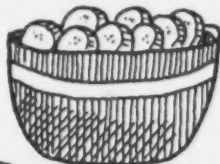
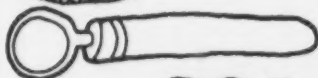
bowls

melon
baller

WHAT TO DO:

1.

Prepare and set into separate bowls: melon balls, apple chunks, banana slices, blueberries.



2.

For each individual serving, place the following in a cup and sing to the tune of "Ten Little Indians":

one little,
two little,
three little,
melon balls

four little,
five little,
six little,
banana slices

eight little,
nine little,
apple chunks

ten little,
blueberries!



3.

Vary the type of fruit used according to the seasons. Change the amounts-but, SING ALONG!



from *Concept Cookery* by Kathy Faggella (First TeacherPress)

Singing Salad CACFP Credit Vegetable/Fruit

BOOK CORNER:

IN THE

- 📖 *The Singing Chick* by Victoria Stenmark (Henry Holt)
- 📖 *Lucky Song* by Vera B. Williams (Greenwillow)
- 📖 *My Grandmother Is a Singing Ya-Ya* by Karen Scourby D'Arc (Orchard)
- 📖 *Tessa's Tip-Tapping Toes* by Carolyn Crimi (Orchard)
- 📖 *Emma Jo's Song* by Faye Gibbons (Boyd's Mills)



HELPFUL HINTS: Singin' in the Rain, in the Shower...

Even the thought of leading a group of children in song can, in many cases, cause the dry, voiceless throat disease. You may know what that's like—you open your mouth and nothing comes out. It is closely related to the two-left-feet disease that occurs when some of us are asked to dance or move with children.

But both of these conditions can be cured. If we understand that music is a source of pleasure for most young children, then we will want it to happen with or without us. If you want to be part of the musical experience, try these suggestions that will get your voice singing and feet moving.

- Understand that singing or moving with children is a way to communicate. We are showing children that through voice and body movements we can express our feelings and emotions.
- Be a role model for children. Show them that it is okay to sing and dance, even if you make

mistakes, forget the words, or move clumsily. "Tell" children that none of us is perfect, but we try and have fun doing it.

- Listen to music—classical, pop, jazz . . . Just enjoy it: move and feel the beat. Remember that music you hear on a recording or TV is a performance. It has been rehearsed and done in a studio many times so that it sounds almost perfect!

- Sing in the shower—the small space makes you sound great! This includes all small spaces—your car at a red light, an empty elevator, your child's closet as you are cleaning it.

- Dance to records or the radio when you are home alone. Just move to the music; don't worry about steps or routines. Enjoy that wonderful feeling that you always get with free movement.

- If you have a tape recorder, try singing into it and play it back. Doesn't sound too bad, huh!

- When singing with children, start with familiar, comfortable songs and relax.
- Feel free to use records with children, but remember to sing along.

Lastly, if you become really involved in what you are doing, all your fears will probably disappear and you will be allowed to fully enjoy what music has intended for you – to communicate, to feel good, and to get in touch with yourself.



Ideas: Mary Ann Hall, Kristy M. Jay, Kathy Faggella

Art: Catherine Minor, Debby Dixler

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Let children dictate to you or finish the sentences themselves.

ALL ABOUT MY DAD

My daddy is _____ years old.

He weighs _____ lbs. and is _____ ft. tall.

His hair is _____ and his eyes are _____.

Here's what Dad likes to do: _____

Dad likes to wear _____

Dad likes to cook _____

Dad likes to eat _____

His favorite TV show is _____

His favorite song is _____

It makes Dad happy when I _____

I really love it when my dad _____

ALL ABOUT ME

My name is _____

Dad calls me _____

My favorite TV show is _____

My favorite song is _____

My favorite book (story) is _____

I like to eat _____

This is what I like to play with Dad _____

It makes me happy when my Dad _____

BOOK CORNER:

IN THE

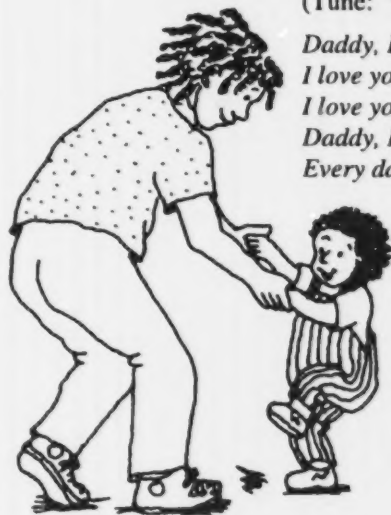
- 📖 *A Perfect Father's Day* by Eve Bunting (Clarion)
- 📖 *What Daddies Do Best* by Lynn Munsinger (Simon & Schuster)
- 📖 *I Love My Daddy Because...* by Laurel Porter-Gaylord (Dutton)
- 📖 *Daddy Loves Me (A Baby Flap Book)* by Donna Warren (McClanahan)
- 📖 *Daddy Is a Doodlebug* by Bruce Degen (Harpercollins)

FATHER'S DAY SONGS

DADDY, I LOVE YOU

(Tune: "London Bridge")

*Daddy, Daddy, I love you!
I love you!
I love you!
Daddy, Daddy, I love you!
Every day, all year!*



HAPPY FATHER'S DAY

(Tune: "Happy Birthday")

*Happy Father's Day to you!
Happy Father's Day to you!
Happy Father's Day, oh, Daddy!
Happy Father's Day to you!*

A SPECIAL FRIEND

(Tune: "B-I-N-G-O")

*I have a very special friend,
And Daddy is his name-o,
D-a-d-d-y, D-a-d-d-y, D-a-d-d-y,
and Daddy is his name-o!*

*He always loves and cares for me,
And Daddy is his name-o,
D-a-d-d-y, D-a-d-d-y, D-a-d-d-y,
and Daddy is his name-o!*

DAD IS SPECIAL

(Tune: "Are You Sleeping?")

*Dad is special, very special,
Every day, every day!
He is my best pal
I am his best pal
Let me say:
"I love you!"*

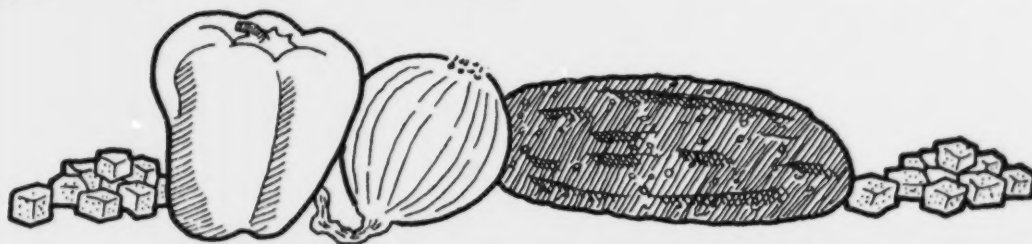


Ideas: Gail Jones

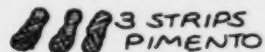
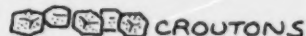
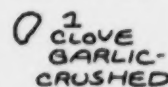
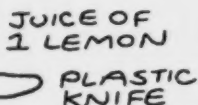
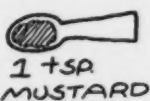
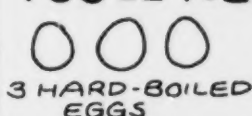
Art: Debby Dixler, Nina Woldin, Catherine Minor

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GARDEN SOUP



YOU'LL NEED:



WHAT TO DO:

1.

Remove yolks from eggs. Mash yolks with oil and garlic.

2.

Add lemon juice and mustard.

3.

Blend in the tomato juice with salt and pepper to taste.

4.

Use plastic knife to chop the cucumber, red onion, green pepper and pimento.

5.

Add chopped vegetables to soup.

6.

chill the soup and serve with croutons.

from *Hands-On Cooking: Through the Seasons*
by Kathy Faggella (First Teacher Press)

Garden Soup CACFP Credit Vegetable/Fruit

BOOK CORNER:

IN THE

- 📖 *Bumblebee, Bumblebee, Do You Know Me?*
by Anne F. Rockwell (Harpercollins)
- 📖 *Roots, Shoots, Buckets and Boots: Gardening Together with Kids*
by Sharon Lovejoy (Workman)
- 📖 *Who Is in the Garden* by Vera Rosenbury (Holiday House)
- 📖 *A Child's Garden: Enchanting Outdoor Spaces for Children*
by Molly Dannenmaier (Simon & Schuster)

AFTER-SCHOOLER IDEA: How I Spent My Summer Vacation...

● *Weslandia* by Paul Fleischman (Scholastic) What do your school-age children usually do when school is out for the summer? Go crazy with boredom?

This book is about how Wesley spends his summer vacation. Wesley is not an ordinary boy: *"He alone in his town disliked pizza and soda, alarming his mother and the school nurse. He found professional football stupid. He'd refused to shave half his head, the hairstyle worn by all the other boys, despite his father's bribe of five dollars."*

It all starts when Wesley overturns a plot of ground in his yard to see what new and unknown seeds might blow into it. Curiously, just one kind of plant

grows—an unusual, flowering, fruit-bearing plant that tastes of *"peach, strawberry, pumpkin pie, and flavors he had no name for."* Soon Wesley is harvesting this unusual fruit—using the rind to make a cup for the juice he squeezes, barbecuing the root tubers, and weaving the bark into a hat to keep off the sun.

In Wesley's new world, he no longer needs a watch because he uses a flower stalk as a sundial, dividing the day into 8 segments, one for each of the flower's petals. A new language (based on an 80-letter alphabet) and counting system (based on the number 8) soon follow. Slowly, but surely, his classmates become curious. Wesley allows them to help him

crush seeds for oil, which *"had a tangy scent and served him both as suntan lotion and mosquito repellent."* He also invents sports *"games rich with strategy and complex scoring systems,"* and watches patiently as his classmates struggle to learn the rules. Wesley's parents say that he looks happy for the first time in years. And when he returns to school in September? *"He had no shortage of friends."*

▲ Invite school-age children to read this book. (You can read it aloud to younger children.) Then challenge them to invent their own summer adventures, using their gardening experiences as the springboard. *"One day I was in the garden and I (saw/dug up/heard)..."*



Ideas: Gail Jones

Art: Catherine Minor, Debby Dixler

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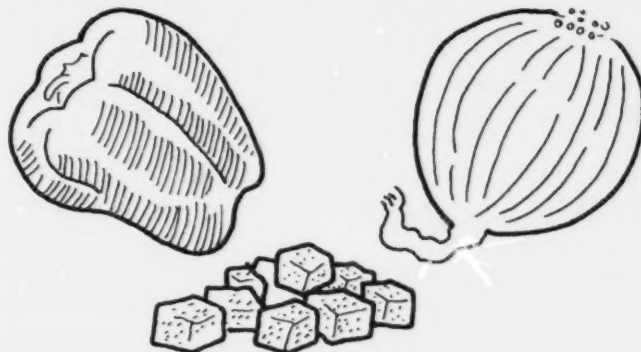
SPRING SOUP AND SALAD

GARDEN SOUP

You'll Need: 3 hard-boiled eggs ♦ 2 Tblsp. oil ♦ 1 tsp. mustard ♦ juice of one lemon ♦ 6 cups tomato juice ♦ 1 crushed clove of garlic ♦ 1 cucumber ♦ 1 red onion ♦ 1 green pepper ♦ 3 strips of pimento ♦ croutons

What to Do:

1. Remove yolks from eggs.
2. Let your child help mash yolks with oil and garlic.
3. Add lemon juice and mustard.
4. Blend in the tomato juice.
5. Help your child chop the cucumber, red onion, and green pepper with a plastic knife.
6. Let your child add chopped vegetables to the liquid.
7. Chill the soup and serve with croutons.



SINGING SALAD

You'll Need: apples ♦ bananas ♦ blueberries ♦ melon (watermelon or cantaloupe)

What to Do:

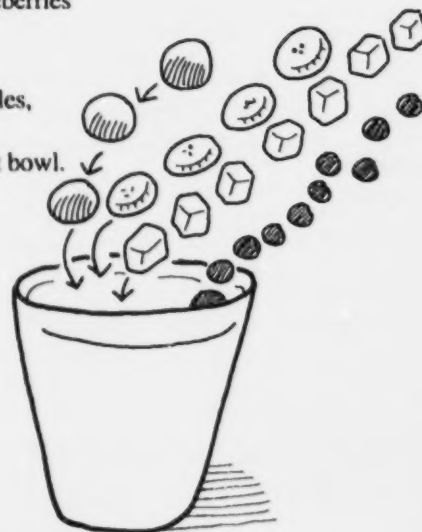
1. Let your child help you slice the apples, bananas, and make melon balls. Place each kind of fruit in a different bowl.
2. Let the whole family help prepare individual servings by placing the following in a cup and singing as you do it:

*One little, two little,
three little melon balls.*

*Four little, five little,
six little banana slices.*

*Eight little, nine little
apple chunks.*

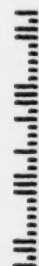
Ten blueberries in a cup.



PLANS FOR JUNE

Activity	Week of June 3	Week of June 10	Week of June 17	Week of June 24
Circle Time				
Free Choice				
Learning Centers				
Creative Art Activity				
After-Schoolers				
Prep Work				

S114 P1



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July 2002

For People Who Care for Young Children

10 TIPS FOR EASY OUTDOOR ART

1. Summer time is the best time for messy art projects if you plan ahead! Make certain you have a safe place, enough materials, and everything needed so you won't "have to go back for something else."

2. Plan for cleanup when you set up, or the "messy fun" may turn into "messy frazzle"! Cleanup time can be just as much fun as the actual activity if you add songs and a few creative ideas! Line up dump trucks ready to carry supplies back inside. It's more fun than asking children to stop what they're doing, pick it up, and carry it inside. Always end an activity before enthusiasm dies!

3. Clean up Formica-type table tops by fingerpainting with non-mentholated shaving cream for a refreshing experience!

4. Practice with new materials before giving them to children. If you haven't used a material before, sample it beforehand. You may come up with lots of creative ideas on your own!

5. Make a nature sculpture and clean up the outside play area at the same time! Mix two cups of flour with one cup each of salt and water. Knead it and place it on a piece of cardboard, wood, or rubber tile. Look for "nature finds" and add them to the sculpture. Let the sculpture harden in a dry area for two or three days.

6. Hang an old sheet or large roll of paper on a clothesline or fence. Use it for a feather duster painting, squirt bottle painting, or water gun art! (Use very thin tempera paint in spray bottles.) Turn on a tape or CD of Beethoven's Fifth Symphony or other classical music for a movement experience as well.

7. If you have a sand area, make sure it is covered when not in use for health and safety. Add surprise toys and utensils on a regular basis

to inspire new ideas. However toys should be next to the sandbox, not dumped into it. Make sure you have water available for use with the sand.

8. Create an outdoor cleanup station (with supplies, tubs for washing, and so on), supply area, and display "museum."

9. Don't forget the "mud pie" center! Include boards or areas for drying, tools for creative role-playing and, perhaps, a camera for saving memories of great works of art.

10. Bring back memories of winter with "snow paint." (Combine one cup of soap powder with 1/3 cup of liquid starch and 1/4 cup of water in a bowl, whisking until thick.) Let children paint with it on dark paper.

THIS MONTH IN EVERDAY TLC:

- Developing Independence
- "Messy" Play
- Freddy the Fish, a Feltboard Story
- A Beach Party without the Beach
- Too Hot to Go Out

NO LEARN-AT-HOME TRAINING THIS MONTH

BOOKS TO READ

INDEPENDENCE DAY

- 📖 *The Fourth of July Story* by Alice Dalgliesh (Aladdin)
- 📖 *I Pledge Allegiance* by June Swanson (Carolrhoda)
- 📖 *Red, White and Blue: The Story of the American Flag* by John Herman (Grosset & Dunlap)

FISH

- 📖 *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss (Random House)
- 📖 *The Rainbow Fish* by Marcus Pfister (NorthSouth Books)
- 📖 *A Fish Out of Water* by Helen Palmer (Random House)
- 📖 *Frank the Fish Gets His Wish* by Laura Appleton-Smith (Flyleaf)

THE BEACH

- 📖 *Beach Day* by Karen Roosa (Clarion)
- 📖 *The Seashore Book* by Charlotte Zolotow (HarperTrophy)
- 📖 *Sally Goes to the Beach* by Stephen Huneck (Abrams)
- 📖 *Tar Beach* by Faith Ringgold (Dragonfly)
- 📖 *Biscuit's Day at the Beach* by Alyssa Capucilli (Harperfestival)



HELPING YOUR CHILD DEVELOP INDEPENDENCE

This month we celebrate Independence Day. So it's a good time to think about helping your child develop independence.

It takes lots of parent time and energy to deal with your child's temper tantrums, whining, questions, bargaining, and tug-of-wars. Yet, dealing with children's explorations, discoveries, and power is something all parents **MUST DO** because we **WANT** our children to become independent—to be able to make their own decisions, to be their own person, to do things in their own way, and have confidence in themselves.

So, to "live through" these stages, here are some tips.

○ **BE PATIENT.** Let your child try to do things independently even though it means more time and work for you.

● **LET YOUR CHILD HELP.** Give your child jobs you know she can do. Then she won't ask for jobs that are too hard.

○ **SET LIMITS.** Make it clear that there are certain things your child just cannot do: use sharp knives, hit other children...

● **RESPECT YOUR CHILD** as someone with her own likes and dislikes.

○ **BE FLEXIBLE.** So what if her socks and jacket are inside out? Compliment her on getting dressed.

● **ALLOW MORE TIME FOR DOING THINGS.**

Hurrying and nagging your child makes things worse.

○ **THINK PREVENTION.**

Don't let your child try to do things when she is too tired.

● **GIVE APPROVAL** when a task is done. Encourage your child to feel proud of her accomplishments, no matter how small.

○ **KNOW WHAT YOUR CHILD IS ASKING FOR.**

Before saying "No" to a request, find out what she really wants.

● **BREAK UP COMPLICATED TASKS INTO SIMPLER ONES.**

○ **USE THE DISTRACTION TECHNIQUE.** When you feel a battle in the air, quickly try to focus your child's attention on something else.

● **TRUST YOUR OWN JUDGEMENT** when making decisions about how much independence to allow your child. Also, check with others and in books.

○ **LOOK AT YOUR OWN BEHAVIOR.** You are always teaching your child values, attitudes, and behavior by the way you act.

● **ALLOW YOUR CHILD TO FAIL.** It's through failure that we learn about ourselves and what better place to fail than in our own homes.



For People Who Care for Young Children

ON THE ROAD TO INDEPENDENCE

There are many, real pleasures and joys in caring for children, but it is also a very hard job. And it's hardest just when you thought it would get easier: when children move toward independence.

In four days, it's Independence Day. So it's a good week to think about helping the children in your program develop this all-important characteristic. The toddler wants to explore everything; the two year old can use the word "No" all the time, but we, adults, aren't allowed to use it; three, four, and five year olds want to go more and more places by themselves and they have very special tastes which often seem to be exactly the opposite of yours. But, when things go wrong, they come running back to you--needing your guidance--but not wanting to be held back.

It takes lots of adult time and energy to deal with their temper tantrums, whining, questions, bargaining, and tug-of-wars. Yet, dealing with children's explorations, discoveries, and power is something all parents, caregivers, and teachers MUST DO because we WANT our children to become independent--to be able to make their own decisions, to be their own person, to do things in their own way, and have confidence in themselves.

So, to "live through" these stages, here are survival tips for making those difficult times just a little bit easier.

ADULT SURVIVAL TIPS: Helping Promote Independence

● **BE PATIENT.** Let a child try to do things independently even though it means more time and work for you. The only way he can learn how to be independent is by being allowed to be. Keep talking to yourself, if necessary. "Stay calm, stay calm." It helps.



○ **LET KIDS HELP.** They want to. Give children jobs that you know they can do. Then they won't ask for the ones that are too hard. A preschooler can feed pets, sponge off an art table, mix pudding in a bowl, tell you when the traffic light turns green...

● **SET LIMITS.** Make it clear to children that there are certain things that they just cannot do: use sharp knives, hit other children, throw their toys around the room, go near a hot stove...and stay FIRM on these. They'll get the picture after a few firm reminders. ○ **RESPECT CHILDREN** as people with their own likes and dislikes. Give in on the unimportant battles so that you can stand firm on the health and safety rules. "You may hop or skip to the corner. But you must stop there." ● **BE FLEXIBLE.** Things don't have to be perfect. So what if their socks and jacket are inside out. Leave it and compliment them on getting the jacket on.



MORE SURVIVAL TIPS: On the Road to Independence

● **ALLOW MORE TIME FOR DOING THINGS.** Hurrying and nagging a child makes things worse.

○ **THINK PREVENTION.** Don't let a child try to do things when she is too tired. Children's demands become impossible and unrealistic. And, don't do things for them when they don't ask you to.

● **GIVE APPROVAL** when a task is completed. Encourage children to feel proud of their accomplishments no matter how small. *"You did a great job washing your hands."*

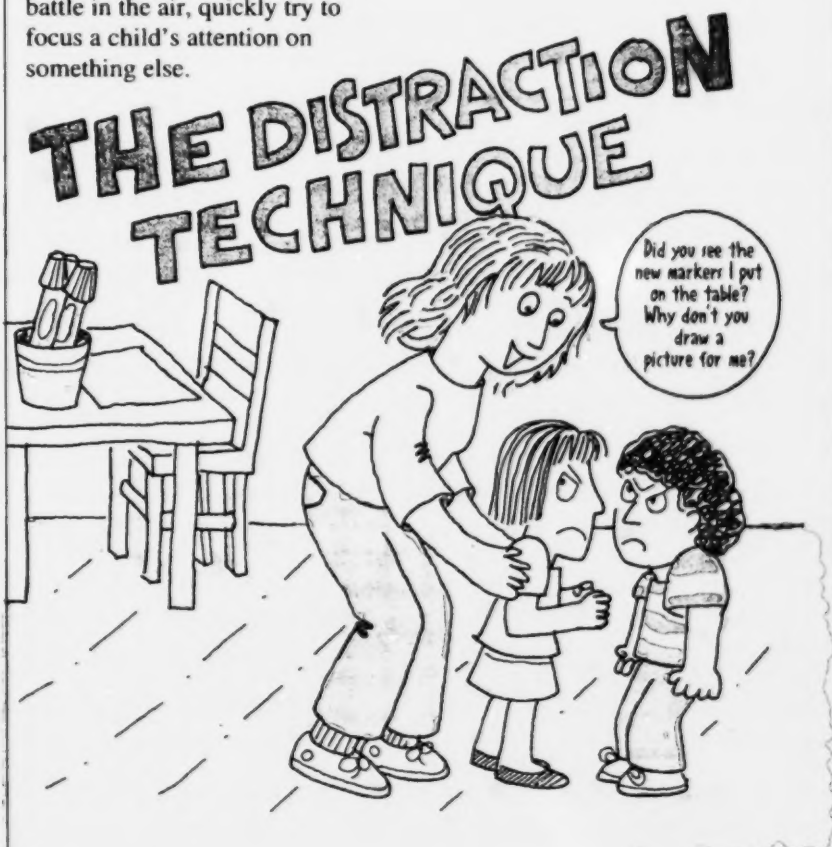
○ **GIVE CHILDREN THE INFORMATION THEY NEED TO BE SUCCESSFUL.** When a child wants to do something, make sure that he knows exactly what to do so that he can feel good about himself.



● **KNOW WHAT THE CHILD IS ASKING FOR.** Before saying "no" to a request, find out what he really wants to do. *"I want to go,"* may mean *"I want to go with you into the book corner,"* and not *"I want to leave you and go with Mom to the office."*

○ **BREAK UP COMPLICATED TASKS INTO SIMPLER ONES.** If a child wants to help, but the job is too difficult, break it up into simpler ones that he can do.

● **USE THE DISTRACTION TECHNIQUE.** When you feel a battle in the air, quickly try to focus a child's attention on something else.



○ **TRUST YOUR OWN JUDGEMENT** when making decisions about how much independence to allow a child. Also, check with others and in books. There is no one right way. Keep in touch with parents on how you are handling things and encourage them to share their experiences with you so that the child will get the same message from everyone.

● **LOOK AT YOUR BEHAVIOR.** We are always teaching children values, attitudes, and behavior by the way we act. *"Is that child scared of bugs because you are?"*

○ **ALLOW CHILDREN TO FAIL.** It's through failure that we learn about ourselves and what better place to fail than in our own homes or in the presence of caring adults who offer support and encouragement to try again. *"You did a great job putting on your socks and shoes! Now it is time to learn to tie your shoes. That's exciting!"*



For People Who Care for Young Children

MESSY PLAY=NEAT LEARNING

Summer is the time to do activities that are hands-on, often sticky and wet...and very messy. It's the time to do all of those projects—outdoors—that are too messy to do inside. It's the time to give children lots of chances to explore materials such as sand, water, mud, fingerpaints, and play doughs without constant reminders to "be careful."

Messy play allows children to develop **fine and large motor skills**. Painting and playing with play dough allows children to exercise fine muscles that they will use for writing later on. They learn to coordinate their eyes and hands and to be creative. Large motor development is strengthened when children dig in sand, mud, or dirt. Children also use large muscle groups in pouring and stirring activities as they play with sand and water.

Messy play helps children develop **thinking skills**. To mature and be able to understand and manage concepts, intellectual development needs practice throughout childhood. Sensory experiences do the trick! "Hands-on" play materials feed children's brains.

As the brain is "fed," children develop their **imagination**.

Imagination and creativity are hard to jump start later in life. By nurturing the senses in the early years—creativity and imagination develop.

As they enjoy messy play, children are more likely to explore the possibilities in the world around them. They are encouraged to be curious. And following their curiosity, children will learn basic principles that apply to life.

For instance, children can explore principles of **science**, such as cause and effect.

◆ "What will happen if I mix red fingerpaint with yellow?"

◆ "What happens if I squeeze a sponge under water?"

◆ "What happens when I use a rolling pin with play dough?"

Children explore **math** concepts as they work with clay, mud, or sand. To create the perfect packing and modeling doughs, they must experiment with how much water to add to a material. Shapes and sizes can be changed. Children measure volume as they play with sand and water. Sorting, grouping, and patterning are all skills children practice in playing with "messy" materials.

Messy play helps children learn how to **problem solve**.

If they want to build mountains, valleys, and canals in the sandbox, children must learn about mixing sand, packing sand, and how to use different digging tools. To grow vegetables, they must learn how to work with soil and how deep to plant seeds so they'll root properly.

Messy play helps children develop vocabulary. As children engage in activities that delight their senses, they use new words to describe their discoveries!

Social development is encouraged by messy play, too. Children explore and plan together. They work cooperatively when making creations out of materials such as sand, mud, or water.

Even emotional development gets into the act! From birth, babies are both dazzled and soothed by sensory experiences. Tastes encourage them. The touch of a gentle hand means security. Touch calms them. No wonder older children find play with dough, sand, water, and fingerpaint so enjoyable! You've heard of "comfort food." Well, messy materials promote "comfort play."

And that's probably what's most important about "messy" sensory play. It's fun. It's engaging. It thrills. It amazes. It makes kids glad to be alive.

ORGANIZING MESSY AREAS

There are lots of different kinds of messy play. They include: art experiences of all types (fingerpainting, plaster casting, modeling with clay, gluing collages, spatter painting), water play, sand play, mud play, silly putty, play dough, cornstarch and water play, soap flake and water play, and even snow table play (shaved ice in a tub). No matter what children get into, it can get messy. Here are some suggestions to make your messy play areas less of a mess.

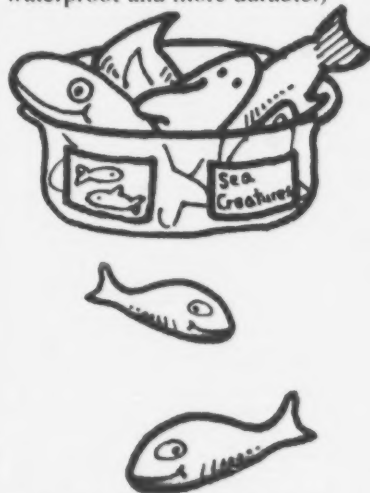
▲ **Traffic Patterns.** Limit the amount of area children must cross in order to get play supplies, reach a drying area, place work on display table, or locate clean-up materials. Hands dripping with paint or sand are messes waiting to happen!

Organize messy play away from heavy traffic areas such as doorways. Excited children might decorate unsuspecting parents' or visitors' clothing by accident! Passersby might also walk on the paint-splattered ground and carry it right inside.

▲ **Easy Access to Play Materials** Keep materials in closed containers in child-sized wagons or shelves on wheels. At night, you can wheel them inside, but during the day children can get play materials on their own. It also lets children see all the play possibilities they have to offer; this encourages wise decision-making.

To promote responsibility and quick cleanup, provide plastic, see-through tubs for storage. For organization (and to promote pre-reading skills), label tubs with a picture of the item it contains as well as the written name.

For instance, for play in a water table or wading pool, give children rubber sea creatures such as seals, whales, sharks, etc. Put animals in a clear container for easy viewing. With clear packing tape, secure a photo of ocean animals on the tub. An index card with the title "Sea Creatures" written on it can also be attached. (Covering the photo and index card completely with tape will make it waterproof and more durable.)



▲ **Water Play Kits** Include boats, baby dolls, sink and float objects, measuring cups and spoons, plastic pitchers, corks of various shapes and sizes, and toys for exploring the properties of water such as funnels and water wheels.

▲ **Sand Play Kits** Include farm or desert animals, dinosaurs, sea shells, plastic sand molds, measuring cups and spoons, baking tins of various shapes and sizes, balance scales, shovels and buckets, items for drawing and printing in the sand (tongue depressors, Popsicle sticks, plastic combs, cookie cutters, etc.).

▲ **Wet Cleanup** Locate messy

play areas as near to a water source as possible. Provide a small storage unit stocked with sponges and towels so children can help with cleanup. If a water source isn't near, have a bucket and sponges on hand for quick cleanup.

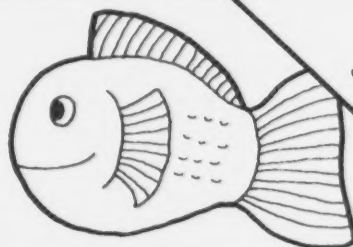
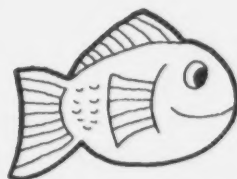
▲ **Dry Clean Up** Provide brooms and dustpans for cleanup of sand, foam bits, etc. (Hint: Cut the length of adult brooms to children's size. It's easier for kids to use them!) Children really enjoy cleanup when they can use a small handheld vacuum. Try to place your messy area near an electrical outlet to take advantage of their interest.

▲ **Cover Ups** Messy play is more fun for children when they don't have to worry about getting their clothing dirty. (And parents are more supportive of messy play when children's clothing isn't ruined by stains!)

Old, adult shirts, worn backwards, can be used for paint or play dough smocks. (Cut sleeves to child elbow-length for comfort; otherwise sleeves get in children's way...and into paint cups!)

For wet play such as water or snow table play, plastic smocks are very helpful. (Children must wear mittens while creating sculptures in a snow table.) They may be used for all types of messy play, including silly putty and gluing. Child-sized plastic smocks are available in stores or catalogs. (Velcro closures make them adjust to various children's sizes.)

If your budget is tight, you can make homemade waterproof smocks by cutting head and arm holes in old, plastic shower curtains. (Ask parents.) Once cut, they are worn like ponchos.



For People Who Care for Young Children

FREDDY THE FISH: A FELTBOARD STORY

Share this charming original story by Mary Beth Spann Minucci with children this summer. If you can't play at the beach or go fishing at a pond, this story will make you think of summer fun. If you are introducing the letters of the alphabet in your program, this story helps you explore the sounds of the letter F.

You can use the drawings in this newsletter as patterns to create felt pieces for use in retelling the story on a felt or flannelboard. Draw features and details on cloth with permanent markers. You could also trace the patterns or make photocopies. Cut them out, color them, and back them with felt or flannel scraps.

Another idea is to attach magnetic tape to the back of the paper pieces. Then you can tell the story on a cookie sheet or the refrigerator door. Using a cookie sheet makes outdoor storytelling easy in the summer.

Once upon a time, there was a little fish named Freddy. One day Father Fish said to Freddy.
"It's time now that you went to school."

Father Fish told him the way to go: "Remember, Freddy, to get to the fish school, you have to swim below the frogs and behind the ferns. And, whatever you do, keep far, far away from the flies on fish hooks."

Freddy promised to remember Father Fish's words, and he set off swimming toward fish school. For a little while, Freddy remembered Father Fish's directions, and as he swam along, he said them over and over again.

"Swim below the frogs and behind the ferns and keep far, far away from flies on fish hooks." Then Freddy began to forget what Father Fish had told him. Instead, he began to say: "Swim above the frogs and in front of the ferns and keep far, far away from fish hooks on flies."

Just when Freddy was getting very tired of trying to find fish school, he saw something shiny dangling in the water above his head. It was a fishhook and, on the hook was a nice, juicy fly. "I think Father Fish said to swim toward the fish hook," thought Freddy, so that's just what he did. In one gulp, he swallowed the fly and fish hook. He was quickly pulled up onto the shore by two friends who were fishing there.

"Hey! Look, we caught a fish!" said the boy named Frank.

"It's a beauty!" said the girl named Fay.

They took the hook out of Freddy's mouth and set him on the ground nearby.

"Hello!" said Freddy. *How are you?* Freddy thought he was in school, so he tried his best to be friendly.

Frank and Fay were surprised to hear Freddy talk, but they were friendly, too, and spent the rest of the day visiting with Freddy. When it was time for Frank and Fay to go home, they had become good friends with Freddy the Fish, and they decided to set him free.

Freddy couldn't wait to swim home and tell Father Fish about all of the fun he had that day. "Father Fish will be so proud of me for remembering how to get to fish school," thought Freddy. "I hope I remember how to get there again tomorrow!"

PATTERNS

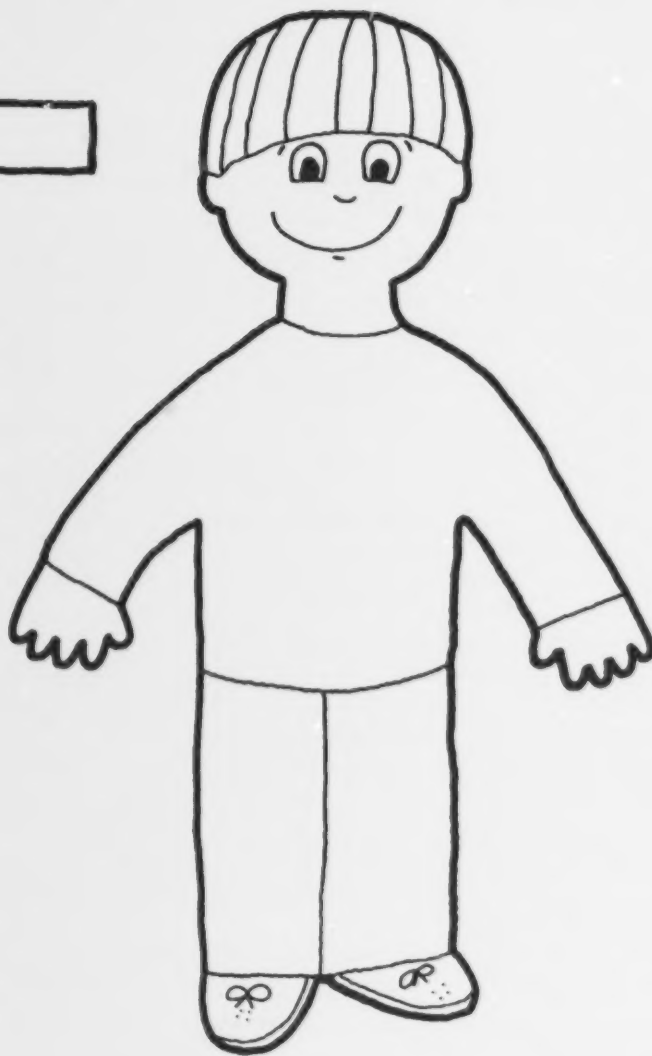


fishing pole

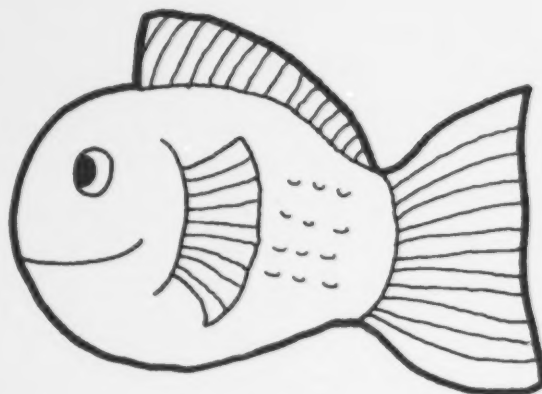
fishing line—yarn or string
tied through hole in pole and
hook



fish hook and fly—
yellow or tan felt



Frank



Father Fish

From AlphaStories by Mary Beth Spann Minucci (First Teacher Press)



For People Who Care for Young Children

BEACH PARTY IN THE BACK YARD

You don't have to go near the beach to have a beach party this summer. You can have the party in your backyard, at the park, or even inside on a rainy day.

Depending on where you live, some of your children may have visited the beach and others may not. For those who have not been to the beach, share one of the following books or another one about a day at the beach.

● *Beach Day* by Karen Roosa (Clarion Books) Young readers will be searching for flip-flops and sunscreen when they finish this book about a summer day at the beach. From building sand castles to playing in the surf and enjoying a beach blanket picnic, children will see all the fun things that families do on a beach-vacation day. They'll see families of every size, shape and color, in bright bathing suits, sun hats, and cover-ups. Sand toys, towels, beach umbrellas and coolers dot the beach like colored pebbles. You will find smiling children and adults (and a couple of playful dogs) enjoying nature's playground with sailors and kite-fliers in the background to add to the fun.

○ *The Seashore Book* by Charlotte Zolotow (HarperTrophy) In answer to her son's questions, a mother describes the sea he has never seen. She tells him what it's like to run in the surf in the early morning mist, marvel at the "smooth, pearly pink" of a shell, observe the sea birds, and feel the sun's warmth and the waves' chill.

● *Sally Goes to the Beach* by Stephen Huneck (Harry N. Abrams) Something is happening—black Lab Sally can feel it in the air. When she sees the suitcase, she knows it for sure—she and her human companion (who appears only as an arm or pair of feet now and then) are going on vacation! Soon they're off to an island in the ocean. Along the way, Sally sees birds, boats, lots of other dogs, and even a whale. At the beach, Sally explores and plays. "The air smells great, just like cat food!"

○ *On My Beach There Are Many Pebbles* by Leo Lionni (Mulberry Books) Children learn to appreciate the subtle beauties of the ordinary objects found on a beach in this classic picture book. Children are challenged to find hearts, numbers, and many other objects in the pebbles.

PREPARING FOR THE PARTY

- ◆ Gather together pictures of beaches from travel magazines or ask your local travel agent for posters and/or brochures of beach resorts.
- ◆ Let parents know about the beach party coming up. Ask them to send in beach-related items for the party: sand toys, beach umbrellas, chairs and large colorful towels and mats. Ask them to share any shells, driftwood, or other natural items they might have found at the beach. Collect beach balls, badminton and volleyball sets, soft Frisbees, and other "beach games" to add to the fun.
- ◆ You will need some sand. Someone might donate clean, washed beach sand. This can be bought at most large hardware or building supply stores.



BEACH DAY!



SETTING THE SCENE

- ◆ In advance, ask parents to have their children bring "beach clothes" on the day of the beach party: bathing suit, beach towel, sunglasses, a beach hat, and so on.
- ◆ Set up your backyard or local park area. Create mini beaches with two child-sized wading pools. Fill one with sand and the other with water. OR take one pool and fill half of it with sand and the other half with water (in a shallow plastic pan). Depending on your play space, you may or may not allow children to get wet by actually getting into the water. If this is possible, children will certainly prefer it. If not, it can still be fun for children to sit on the outside of the pool and play with the "sandy beach and water scene" within their reach.

If children are not going to be allowed in the water, add lots of pebbles, shells, and toys to the water and sand for children to discover and explore.

THE BIG DAY

- ◆ When children arrive in the morning, invite them to change into

their bathing suits, lay out on beach towels, and wear their sunglasses and beach hats.

- ◆ Turn on music from the Beach Boys.
- ◆ Throw around a beach ball.
- ◆ Invite children to create with sand: sand designs on glue trails; sand colored with food coloring or dry tempera paint (layered sand jars or sand paintings); fingerpainting (see recipe in July 8th newsletter); gluing pebbles and shells to make tiny creatures.

When children play with sand and water and experiment to find the best combination for molding into shapes, they will discover how to build sand castles! Since sand castles are temporary, be sure to take photos of them and/or encourage children to recreate their buildings in play dough.

LANGUAGE IN THE SAND

Organize some language development activities at your beach party.

◆ Buried Treasure Letters

Together with children, hide a few plastic, rubber or wooden letters under the sand. Set up the

remaining letters in alphabetical order along the side of the sand so that you will know which ones are missing. Because children have helped to bury the letters, they should be able to dig them up. See if they remember what letters were buried where before they dig them up.

- ◆ **Jumbo Words in Sand** Let children use a blunt-ended stick, piece of driftwood, or dowel to write giant letters or words in wet sand. Then encourage them to move around the letters: hop over them, dance around them, or try to walk a straight line on them. See how many giant steps it will take to go from one end of a word to the other.

- ◆ **Sand Storytellers** Use moist sand to map your neighborhood. Pull blocks across the sand to make roads. Use rocks, shells, and twigs to make buildings, parks, ponds,... Once your town or neighborhood is "built," help children make up stories about the people who live and work there. Let children use small plastic figures or pebbles to represent their characters.



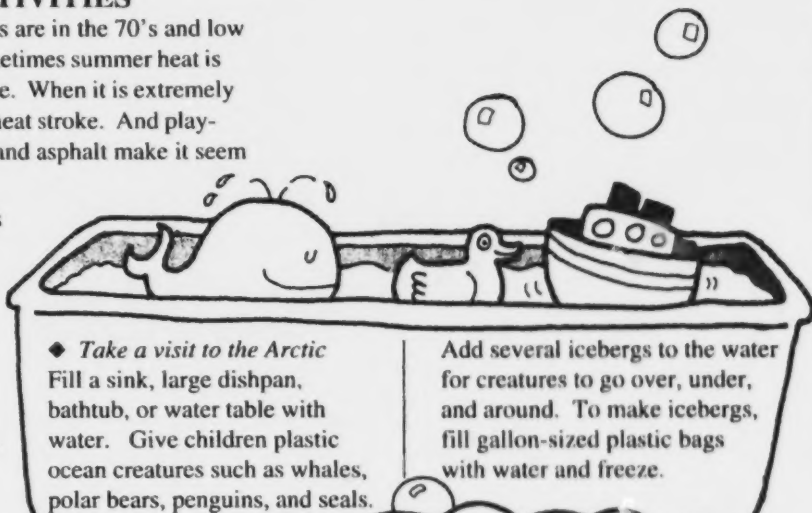
For People Who Care for Young Children

WHEN IT'S JUST TOO HOT TO GO OUT...

COOL INDOOR WATER ACTIVITIES

It's great when summer temperatures are in the 70's and low 80's—perfect for outdoor play. But sometimes summer heat is just too high to take your children outside. When it is extremely hot and humid, adults and children risk heat stroke. And playgrounds that are covered with concrete and asphalt make it seem even hotter.

So keep a supply of "cool" activities on hand for those days when it is just too hot to go out.

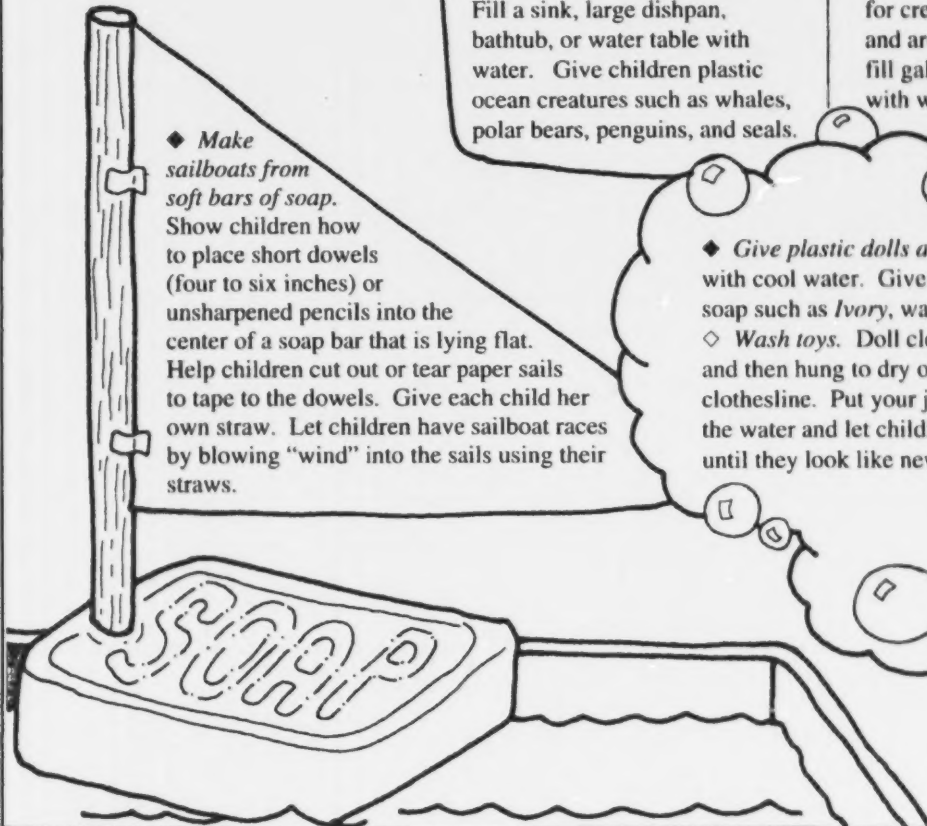


◆ *Take a visit to the Arctic*
Fill a sink, large dishpan, bathtub, or water table with water. Give children plastic ocean creatures such as whales, polar bears, penguins, and seals.

Add several icebergs to the water for creatures to go over, under, and around. To make icebergs, fill gallon-sized plastic bags with water and freeze.

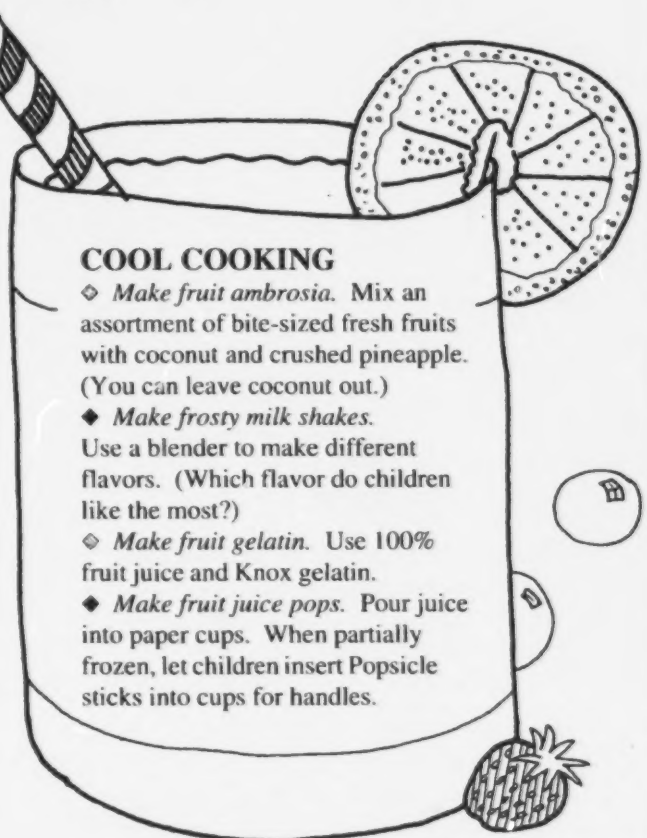
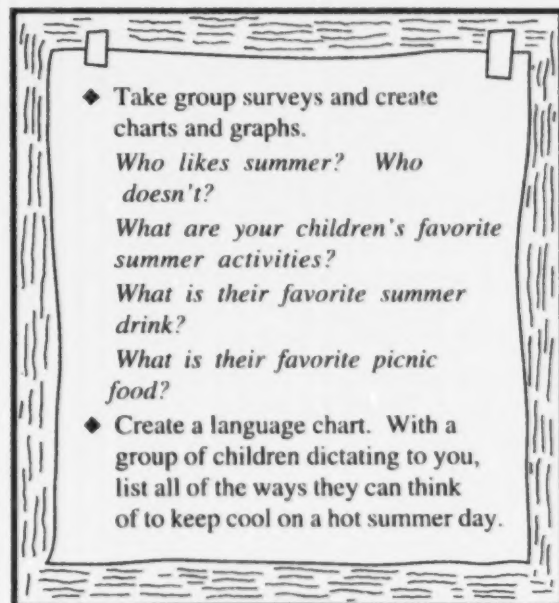
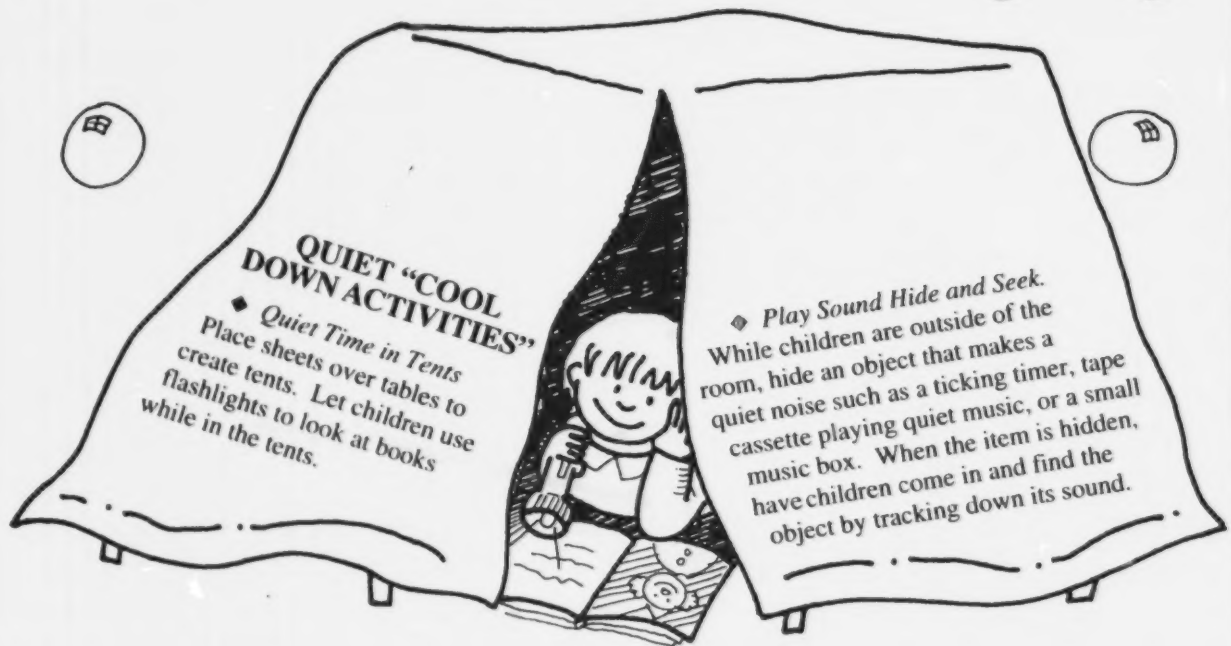
◆ *Make sailboats from soft bars of soap.*
Show children how to place short dowels (four to six inches) or unsharpened pencils into the center of a soap bar that is lying flat. Help children cut out or tear paper sails to tape to the dowels. Give each child her own straw. Let children have sailboat races by blowing "wind" into the sails using their straws.

◆ *Give plastic dolls a bath.* Fill a container with cool water. Give children MILD liquid soap such as Ivory, wash cloths, and towels.
◇ *Wash toys.* Doll clothes can be washed and then hung to dry on a child-sized clothesline. Put your jumbo Legos in the water and let children scrub them until they look like new.



BEST COPY AVAILABLE

MORE COOL IDEAS



ICE CUBE AND FROZEN FUN

Here are activities that use
ice cubes from the freezer.
Summer is the perfect time
for these fun recipes and activities.



Fancy Ice Cubes

You'll Need: water ○ cherry, peach slice, strawberry, pineapple chunk, or blueberries

What to Do:

1. Freeze water in ice cube trays.
2. Add a piece of fruit to each cube before it freezes solid.
3. Add fancy ice cubes to summer drinks.

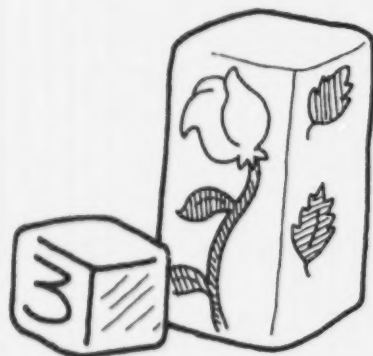
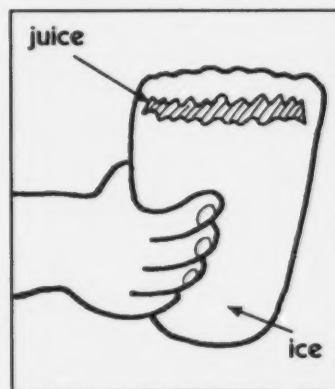


ICE CUPS

You'll Need: water ○ paper cups ○ juice

What to Do:

1. Fill paper cups almost full with water.
2. Freeze for one to one and one-half hours or until the water is frozen all around the edge of the cup.
3. Break open the top.
4. Drain out the remaining water.
5. Peel off the paper cup.
6. Fill the ice cup with juice. Serve right away. Let children hold the cups with mittens or paper towels or napkins.



ICE BLOCK

You'll Need: water ○ flowers ○ mint or other herb ○ half-gallon milk cartons

What to Do:

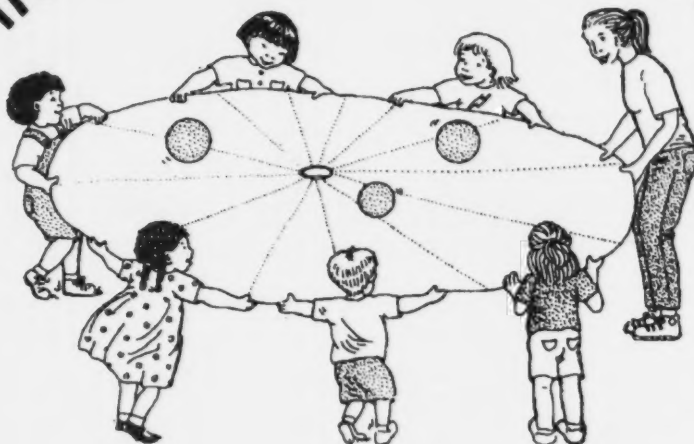
1. Boil and cool about one-half gallon of water.
(Boiling water freezes clear.)
2. Pour water into a paper half-gallon milk carton about one-half full.
3. Freeze until almost firm.
4. Remove from freezer and place roses, lilies, mint sprigs, and so on into partially frozen ice.
5. Peel away the carton to use as a decorative centerpiece.

BOOK CORNER:

IN THE

- 📖 *Clifford Keeps Cool* by Norman Bridwell (Cartwheel)
- 📖 *One Hot Summer Day* by Nina Crews (Greenwillow)
- 📖 *Hotter Than a Hot Dog* by Stephanie Calmenson (Little, Brown)
- 📖 *Welcome to the Ice House* by Jane Yolen (Putnam)
- 📖 *From Cow to Ice Cream* by Bertram T. Knight (Children's Press)

INDOOR PARACHUTE PLAY



Move the furniture from the middle of the room or use an empty garage.
Use a sheet if you don't have a parachute. Here are some activities to do with the parachute.

- ▲ Have children hold onto all outside edges of the parachute and pull tight. Toss soft balls, ping pong balls, or Whiffle balls into the middle of the parachute and tell children to make those balls dance.
- ▲ While in a circle around the parachute, invite children to lift the chute high above their heads. Call out two children's names who then run under the parachute to trade places.
- ▲ Play Ring-Around-the-Rosie while holding onto the parachute. Play it going forwards, then backwards.



Ideas: Karen Stephens, Kathy Faggella

Art: Debby Dixler, Catherine Minor

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WATERMELON TREATS

WATERMELON SLURPS

Nothing is more delicious on a hot summer day at the beach than a cold watermelon treat!

You'll Need: fresh watermelon ● plastic drinking straws ● zip-locking bags ● serrated plastic knives ● sharp knife for cutting watermelon (ADULT USE ONLY)

What to Do:

1. Cut open chilled watermelon. Cut into one-inch chunks.
2. With the help of children, carefully remove the seeds. Children can cut with plastic knives.
3. Place seedless chunks of chilled watermelon into zip-locking bags.
4. Close all but one small corner of the bag. Insert the plastic straw into the open corner and push it down to the bottom of the bag.
5. Encourage children to squish the watermelon chunks and sip the juice through the straw.

CACFP credit = fruit/alternate



WATERMELON POPSICLES



You'll Need: 1 cup seedless watermelon chunks ● 1 cup orange juice ● 1 cup water

What to Do:

1. Mix ingredients together in a blender.
2. Pour into small paper cups.
3. Place in freezer and when partially frozen, insert Popsicle sticks or small plastic spoons into the cups for handles.
4. Continue freezing. Pour hot water over the bottom of the cup to remove the popsicle.

CACFP credit = fruit/alternate

BOOK CORNER:

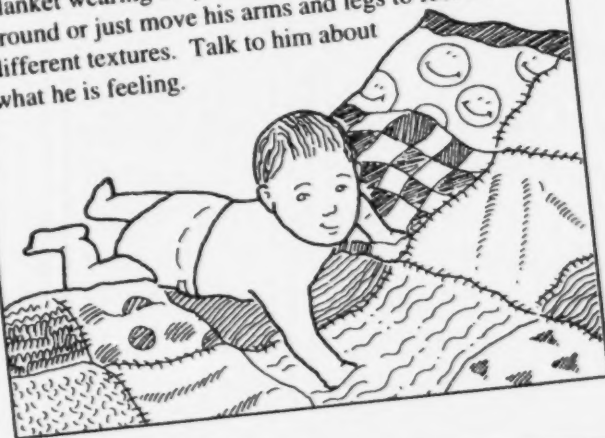
IN THE

- 📖 *10,000 White Horses* by Betsey B. Lee (Learning Abilities Books)
- 📖 *Stella, Star of the Sea* by Mary-Louise Gay (Groundwood Books)
- 📖 *Tar Beach* by Faith Ringgold (Dragonfly)
- 📖 *Biscuit's Day at the Beach* by Alyssa Capucilli (Harperfestival)
- 📖 *Beach Play* by Marsha Hayles (Henry Holt & Company)

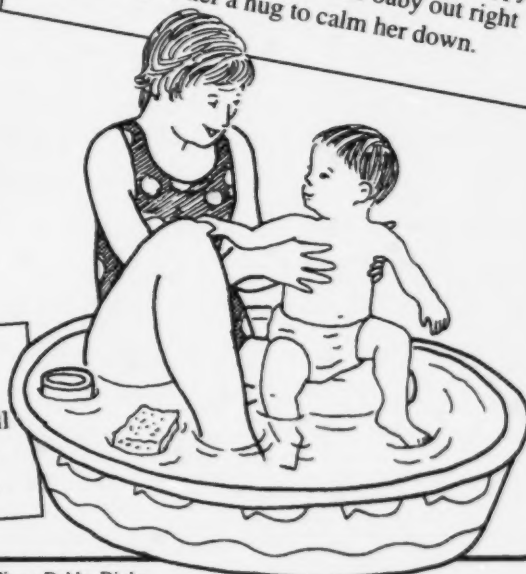
INFANT CARE: BEACH BABIES

Babies learn by experiencing the world around them with all of their senses (seeing, hearing, smelling, tasting, feeling). Here are a few ways for the youngest members of your group to enjoy your beach party and outdoor fun.

Make a "texture beach blanket" for the babies. Sew together squares of different-textured fabrics including fleece, satin, toweling, pieces of worn-out sweaters, and vinyl. Place each baby on the texture blanket wearing only a diaper. Let the baby crawl around or just move his arms and legs to feel the different textures. Talk to him about what he is feeling.



Even babies under six months can enjoy splashing water in a baby pool. Fill the pool with no more than 1/8 inch of water. Make sure the water does not come up to the baby's ears when you lay her on her back in the pool. Make sure the baby does not get cold. Before she gets fussy, take the baby out and dry her off well. If she seems unhappy or frightened in the water, take the baby out right away and give her a hug to calm her down.

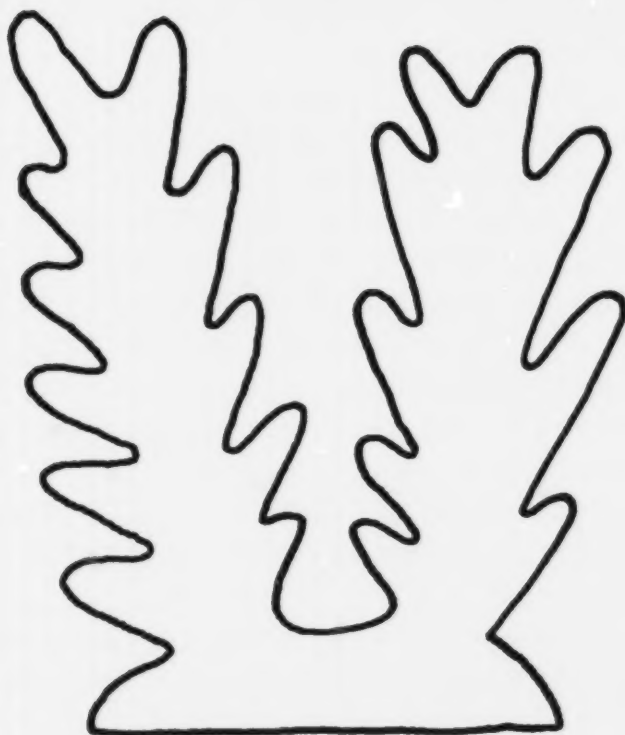


Pour about 1/2 inch of warm water in the baby pool. Seat the baby who is older than six months in the pool. Give the baby sponges to squeeze, small plastic cups to fill and spill, and different-sized spoons to stir the water and bang together. ALWAYS stay with the baby as he plays.

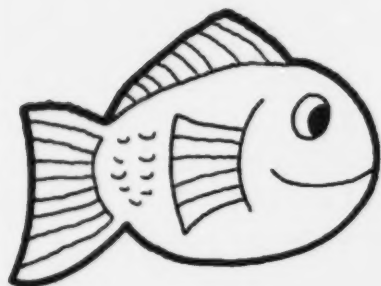
Ideas: Sherry Burrell, Kathy Faggella

Art: Catherine Minor, Debby Dixler

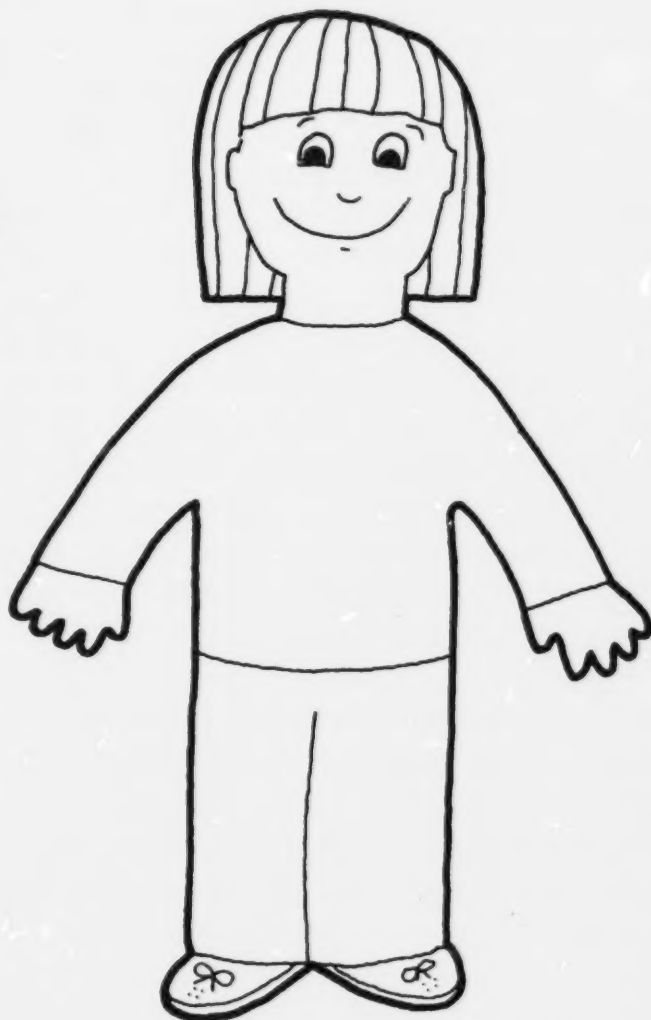
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Ferns



Freddy Fish



Fay

FOLLOW-UP QUESTIONS

Ask questions to stretch children's imaginations and see if they understood the story.

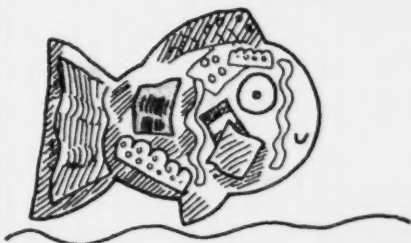
- Why did Father Fish want Freddy Fish to go to fish school? What do you think fish learn at school?
- Where did Father Fish tell Freddy Fish to swim to help him get to fish school? Why did Freddy Fish get lost?
- Did Freddy Fish get to school? How do you know?
- What do you think Father Fish will say when he hears how Freddy spent his day?

BOOK CORNER:

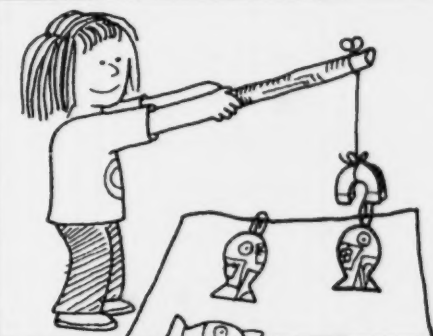
IN THE

- 🐟 *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss (Random House)
- 🐟 *The Rainbow Fish* by Marcus Pfister (NorthSouth Books)
- 🐟 *The Big Fish* by Marcia Wakefield (Misty Mountain Pub.)
- 🐟 *A Fish Out of Water* by Helen Palmer (Random House)
- 🐟 *Frank the Fish Gets His Wish* by Laura Appleton-Smith (Flyleaf)

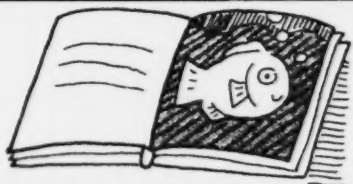
FOLLOW-UP ACTIVITIES



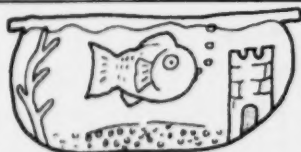
◆ Make a **"School of Fish"** Display. Enlarge the fish shape to fill an 8 1/2 by 11 page; then offer each child a pre-cut (or pre-traced) shape to decorate. Give children a variety of decorative scraps (yarn, foil, cellophane, rickrack work well), then show them how fish scales, eyes, and gills may be drawn or placed on the paper fish. When finished, display the fish on a bulletin board, which has been prepared with a blue-and-white paper backdrop to represent waves and sky.



◇ Play **"Gone Fishing."** Introduce children to the sound of the letter F, then have them search through magazines for pictures of objects that begin with that sound. With (or without) adult help, let children cut out the pictures, and paste them onto pre-cut paper fish shapes. Attach a paper clip onto the mouth of each fish, and place all the fish in an pretend pond in the middle of the floor. By dangling the magnetic "hook" of their fishing pole (made by tying a small magnet to a string and then attaching the string to a dowel or yardstick) over the pond, children can take turns catching and identifying "F fish." Older children may want to use the name of the picture in a sentence.



◆ **Get Hooked on Fish.** Your children's librarian can help you catch the latest on fishy facts and fantasy. After enjoying popular fish tales (See *In the Book Corner* above.), children will enjoy pouring over pictures of lovely fish varieties, and may enjoy a trip to a local tropical fish store.



◇ Remember that a freshwater fish makes a perfect pet for your program. Children can take turns feeding the fish and helping you change the water in its bowl.

Ideas: Mary Beth Spann Minucci

Art: Debby Dixler

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RECIPES FOR MESSY MATERIALS

GOOP

You'll Need: liquid laundry starch ♦ white glue

What to Do:

1. Let children mix two parts glue to one part starch.
2. Encourage them to add small amounts of each material until the mixture is no longer sticky. It should feel like "Silly Putty." This dough stretches, bounces, and picks up pictures off of comic strips. It breaks when snapped!
3. Store in a plastic bag or closed container.



FINGERPAINT

You'll Need: two cups white flour ♦ 2 tsp. salt ♦ 2 1/2 cups hot water ♦ food coloring or dry tempera paint

What to Do:

1. Add the hot water to the flour and salt.
 2. When the mixture is warm, let children create colors of fingerpaint by adding coloring or dry paint. Store in baby food jars.
- Always use shiny smooth paper for fingerpainting. Children can also fingerpaint with shaving cream right on tables. *Cleanup is so easy!*



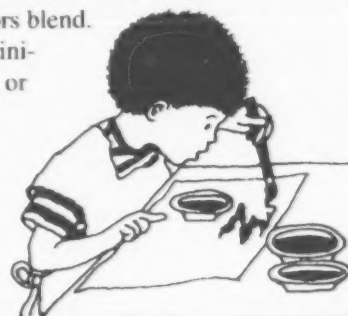
HOMEMADE WATER COLORS

You'll Need: 1 Tblsp. clear vinegar ♦ 1 Tblsp. baking soda ♦ 1 Tblsp. cornstarch ♦ 1/2 tsp. corn syrup ♦ food coloring

What to Do:

1. Mix vinegar and baking soda.
 2. When the excitement of seeing the fizzing dies down, add cornstarch and corn syrup.
 3. To create colors, add food coloring.
- It's a great way to show children what happens when colors blend.

4. Pour into plastic mini-muffin trays, cups, or bottle caps and let children create pictures with brushes or cotton tips.



NO COOK PLAY DOUGH

You'll Need: 4 cups sifted flour ♦ 1 cup salt ♦ 1 or more cups water ♦ 1 Tblsp. cooking oil ♦ food coloring, if you wish

What to Do:

1. Mix all the dry ingredients together.
2. Add food coloring if you wish to the water.
3. Slowly add this to the dry mixture.
4. Knead the dough until it is smooth and the color is well mixed.
5. Store the dough in an airtight container. Don't store in a plastic bag because it will become too wet.



BOOK CORNER:

IN THE

RESOURCES

- 📖 *Good Earth Art: Environmental Art for Kids* by Cindy Gainer and MaryAnn F. Kohl (Bright Ring Publishing)
- 📖 *Kids' Crazy Art Concoctions* by Jill Hauser (Williamson Publishing)
- 📖 *Lotions, Potions and Slime* by Nancy Blakey (Tricycle Press)
- 📖 *Open-Ended Art: First Explorations* by Kathy Faggella (First Teacher Press)

AFTER SCHOOLER IDEAS: Artful Sand Ideas

SAND JAR GIFTS

These sand jars make beautiful gifts. They are economical and earth-friendly too!

You'll Need: ● empty drink bottles or baby food jars ● play sand or beach sand ● food coloring ● 3-5 plastic containers ● spoons ● funnel ● toothpick, Popsicle stick or knife ● measuring cups

What to Do:

1. Gather everything you'll need.
2. Pour 1-2 cups of sand in each plastic container.
3. Add a few drops of food coloring in each container until the sand is the color you want.
4. Make at least 3 different colors.
5. Use a funnel to pour sand into the bottles, layering one color on top of the other. Use a tool such as a toothpick or stick to push one layer of sand down into another, creating interesting designs.
6. Fill to the top. Cap tightly. Add a ribbon, if you wish.



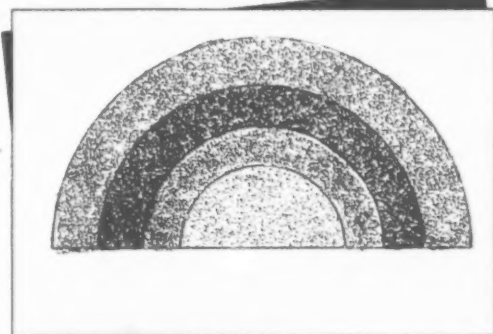
SAND PAINTING

Use some of the colored sand to try this unique art form. Just add some imagination!

You'll Need: 3-4 cups of colored sand ● cardboard ● paper plates or newspaper ● glue ● crayons or markers

What to Do:

1. Gather everything you'll need.
2. Use a crayon or marker to draw a picture on the cardboard.
3. Put glue over the sections of the picture that will be one color.
4. Sprinkle on the colored sand.
5. Shake the extra sand off onto a paper plate or piece of newspaper.
6. Continue gluing and shaking sand on the different parts of the picture. Set it aside to dry.



Ideas: Karen Stephens, Gail Jones, Tania Cowling

Art: Nina Woldin, Catherine Minor, Debby Dixler

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I CAN MYSELF DO IT SANDWICHES

YOU'LL NEED: -Washed and sliced vegetables and Fruits-



WHAT TO DO

1. Place a few sliced fruits or vegetables in small dishes.

2. Place 1 or 2 fillings in a dish.

3. Make sandwiches such as:
vegetable or fruit
↓
← filling
↑
vegetable or fruit

SANDWICH SNACKS		
outsides	Insides	

Make a chart.

CACFP credit = fruit/vegetable

from *Concept Cookery* by Kath Faggella (First Teacher Press)

BOOK CORNER:

IN THE

- ☐ *The Fourth of July Story* by Alice Dalgliesh (Aladdin)
- ☐ *I Pledge Allegiance* by June Swanson (Casrolrhoda)
- ☐ *Red, White and Blue: The Story of the American Flag* by John Herman (Grosset & Dunlap)
- ☐ *The Star-Spangled Banner* by Peter Spier (Yearling)

INFANT CARE: Trust and Independence Go Hand-in-Hand

The first glance shared by parent and child forms a bond. Emotional growth and development come from this bond. Babies must first develop a sense of trust. From this, feelings of security and comfort grow. As secure babies approach toddlerhood, they are ready to strike out on their own as soon as they are physically able.

Cuddling, talking, singing, rocking, laughing, tickling, kissing, hugging, and patting are examples of things you do everyday to support the healthy emotional development of the babies in your care. These simple shows of

affection and attention lead to that vital sense of trust.

As children grow, their attachments expand beyond you to adult friends, teachers, and other children. Other signs of acceptance, such as attention, praise, smiles, and nods of approval are used to give support. Throughout life, people are dependent on others for emotional support.

In contrast to emotional support, physical dependence must disappear and be replaced with physical independence, as the child grows and develops. Babies are completely dependent on adults for

filling their basic needs for food and comfort. During the first fifteen to eighteen months, they go through three stages:

- ◆ complete helplessness
- ◆ acceptance of some help to get what they want
- ◆ wanting to do everything themselves

While you always support the child emotionally, you must help her develop physical independence. Emotionally secure children have a much easier time developing physical independence.

Babies and toddlers need to play in a place that supports their attempts to do things on their own. Such an environment is free of dangers and is stocked with safe toys. It should provide opportunities for children to explore, think, and be creative. They should be able to exercise and move about freely.

As a first teacher, you have a real challenge: you have to promote healthy emotional dependence and physical independence. It is so important for the lifetime success and happiness of the children you care for.



Ideas: Janet Horowitz, Rosalind Charlesworth

Art: Debby Dixler, Catherine Minor

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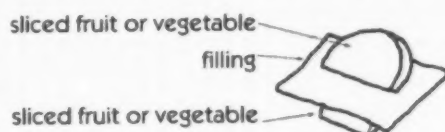
RECIPES FOR SUMMER FUN

INDEPENDENCE SANDWICHES

You'll Need: cucumber ♦ tomato ♦ apple ♦ carrot ♦ zucchini
♦ peanut butter ♦ whipped cream cheese ♦ cheese slices
♦ mayonnaise

What to Do:

1. Place a few sliced vegetables or fruits in small dishes.
2. Place one or two fillings in dishes or on a plate.
3. Encourage your child to make sandwiches. See chart.



SANDWICH SNACKS

Outside



Inside



WATERMELON SLURPS

You'll Need: fresh watermelon ♦ plastic drinking straws ♦ zip-locking bags ♦ serrated plastic knife
♦ sharp knife for cutting watermelon (ADULT USE ONLY)

What to Do:

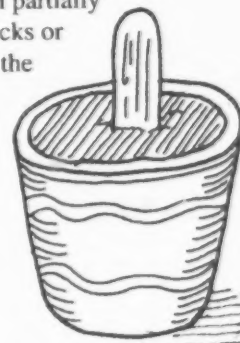
1. Cut open chilled watermelon.
Cut into one-inch chunks.
2. With the help of your child, carefully remove the seeds. Your child can use a plastic knife.
3. Place seedless chunks of chilled watermelon into zip-locking bags.
4. Close all but one small corner of the bag.
Insert the plastic straw into the open corner and push it down to the bottom of the bag.
5. Encourage your child to squish the watermelon chunks and sip the juice through the straw.

WATERMELON POPSICLES

You'll Need: 1 cup seedless watermelon chunks
♦ 1 cup orange juice ♦ 1 cup water

What to Do:

1. Mix ingredients together in a blender.
2. Pour into small paper cups.
3. Place in freezer and when partially frozen, insert Popsicle sticks or small plastic spoons into the cups for handles.
4. Continue freezing.
Pour hot water over the bottom of the cup to remove the ice pop.



PLANS FOR JULY



Activity	Week of July 1	Week of July 8	Week of July 15	Week of July 22	Week of July 29
Circle Time					
Free Choice					
Learning Centers					
Creative Art Activity					
After-Schoolers					
Prep Work					

\$100 P1



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ERIC/EECE UNIV OF IL
51 GREY DR
CHAMPAIGN IL 61820



For People Who Care for Young Children

SAVING SUMMER

1. Ask parents to help their children keep a scrapbook of family travels. The book may include travel folders, postcards, photographs, table napkins from restaurants, maps, and souvenirs from the trip. Vacation scrapbooks make excellent contributions to Show-and-Tell.

2. Summer is a good time for children to start collections of rocks, shells, feathers, leaves, insects, and flowers. Encourage children to share their collections on a special LOOK, DON'T TOUCH table or shelf. Save some of your group collections in shoe boxes to revisit next winter.

3. Save some of your summer finds—shells, feathers, twigs, small pieces of driftwood—to create “summer art” next winter.

4. Encourage children to “write” their own books about summer adventures. They may take photographs or draw pictures about what they have done and what they have seen. They can dictate, in their own words, the text of the book to an

adult or older child. These “books” may be shared with everyone and then placed in the book corner—with the author’s permission.

5. If your budget permits owning or renting video-taping equipment, tape various activities to look at later when discussing changes in seasons.

6. Let children tape record stories about trips, sounds of nature—birds, night sounds, the ocean, rain... Put the tapes in a place where everyone can listen to them.

7. Take lots of photographs and invite children to share photos from home that show what they like to do in the summer. Display children’s photos on a bulletin board. Later, have children create their own scrapbooks. You can add captions to their pictures using the children’s own language. A book of photographs with descriptions or stories is an excellent gift for parents, grandparents, and friends.

8. Keep track of summer weather. Design a large weather

chart on which to record daily temperature and weather conditions this month. Have children cut out summer fun pictures from magazines to decorate your weather chart. Keep the chart and compare it with a chart made during a fall, winter, and spring month.

9. Share your summer adventures with someone in another climate or part of the world. Exchange photographs, cassettes, and personal “books.” Help children to be aware of the similarities and differences between summer activities and weather conditions in different places around the country—or the world.

THIS MONTH IN EVERYDAY TLC:

- ☐ Vacations
- ☒ Summer Movement
- ☐ Learning about Rocks
- ☒ End-of-Summer Party
- ☐ LEARN-AT-HOME TRAINING:
Developing Productive Relationships with Families

BOOKS TO READ

SUMMER FUN

- ☞ *Summer Sun Risin'*
by W. Nikola-Lisa
(Lee & Low Books)
- ☞ *Summer Party*
by Cynthia Rylant (Aladdin)
- ☞ *Summer with Elisa* by
Johanna Hurwitz (1st Harper)
- ☞ *Grandma Summer*
by Harley Jessup (Viking)
- ☞ *Danitra Brown Leaves Town*
by Nikki Grimes
(HarperCollins)

ALL ABOUT ME

- ☞ *I Like Me!* by Nancy Carlson
(Penguin Putnam Books)
- ☞ *Today I Feel Silly and Other
Moods That Make My Day*
by Jamie Lee Curtis
(HarperCollins)
- ☞ *It's Okay to Be Different*
by Todd Parr (Little Brown)
- ☞ *Giraffes Can't Dance* by
Giles Andreae (Scholastic)
- ☞ *Dumpy La Rue* by Elizabeth
Winthrop (Henry Holt)

ROCKS

- ☞ *I Am a Rock* by Jean
Marzollo (Scholastic)
- ☞ *Let's Go Rock Collecting* by
Roma Gans (HarperCollins)
- ☞ *Sylvester and the Magic
Pebble* by William Steig
(Aladdin)
- ☞ *Rocks and Minerals*
by Steve Parker
(Econo-Clad Books)

SUMMER VACATIONS

Are you going on a family vacation this month? It can be a week long trip to the beach, a weekend camping adventure, or a day trip to an amusement park. Please take photographs of your activities or videotape them, buy duplicates of picture postcards of the places you visit, or bring back souvenirs that represent where you have been. We will feature these learning experiences with the group when your child returns.

Children return from family trips with rich new experiences to describe. We will give your child lots of time to share these experiences with the whole group. Here are some of the activities we may do that you may wish to do at home after your trip.

◆ Invite your child to tape record a description of what he did on the trip. Younger or quieter children may need your help with the recording to keep the conversation moving. Let everyone in the family—and friends—listen to the tape. (These are great to send to grandparents.)

◇ Make duplicates of photographs. Your child can create a story book by dictating descriptions of the photos or stories about what he remembers of the trip. Glue each photograph to a piece of colored paper. Staple the pages together to make the books and invite your child to make a cover.

Cover the pages with clear contact paper for protection.

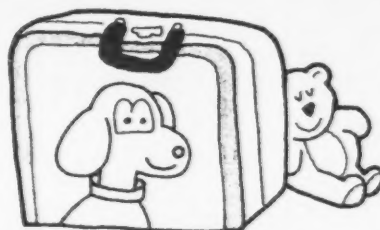
◆ You could also make a family vacation book. Have each family member choose one photograph from the trip and write or dictate a description of what they did. You can mount each of these on their own page and place them in the group book.

◇ Bring back souvenirs for your child to use for dramatic play after the summer is over. For example, if your family has taken a trip to the beach, put a sand bucket and shovel, sea shells, beach towels, a beach ball, and rubber thongs in a box. Or if you have traveled by air, place a small suitcase, canceled airline tickets, baggage tags, and airline "wings" in a box.

◆ You can play the Vacation Picture Matching Game with your child if you have doubles of postcards. Place them all in a basket and see if your child can create matching pairs.

◇ A lotto board game can be made from picture postcards. Glue one of each pair on a large piece of cardboard and the second card in an envelope. Have children match individual cards to the picture on the lotto board.

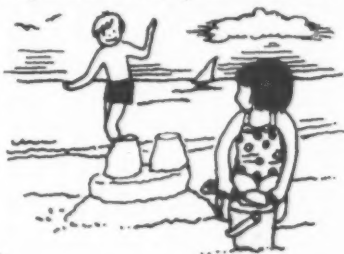
◆ Come in to share experiences you had on your vacation with the other children in our program. Your child will be so proud!



For People Who Care for Young Children

VACATIONS

Children in your program may be going on family vacations at different times this summer. This can interrupt the regular attendance of children and the flow of planned activities. But instead of thinking of this as a problem, why not look at the ways these vacations can enrich your program and the experience of all your children?



BEFORE THE VACATION

Invite families to take photographs of their activities or videotape them, buy duplicates of picture postcards of the places they visit, or bring back souvenirs that represent where they have been. Tell parents in advance that you will feature these learning experiences with the group when their child returns.

AFTER THE VACATION

Children return from family excursions with rich new experiences to describe. Give them lots of time to share these experiences with the whole group.

◆ Invite each child to tape record a description of what he did on the trip. Younger or quieter children may need an adult to help with the recording to keep the conversation moving. Put these cassettes somewhere that everyone can listen to them along with books or brochures about the place that the child visited.

◆ Ask parents to send in duplicates of photographs. The child can create a story book by dictating descriptions of the photos or stories about what he remembers of the trip. Glue each photograph to a piece of colored paper. Staple the pages together to make the books and invite the child to make a cover. Cover the pages with clear contact paper for protection. Read the story of each child's vacation at circle time.

◆ You could also make a group vacation book. Have each child bring one photograph from his trip and ask the family to write a one-page description of what they did. You can mount these on individual pages and place them in the group book. Each page should be returned to the child at the end of the summer.

◆ Feature items the child has brought to share with the group at circle time. Put them on display in a special area.

◆ Develop the vacation theme by

adding props for dramatic play. For example, if a child has taken a trip to the beach, add a sand bucket and shovel, sea shells, beach towels, and a "beach" umbrella, a beach ball, and rubber thongs. Or if a child has traveled by air, add a small suitcase, canceled airline tickets, baggage tags, and airline "wings."

◆ Have the child share picture postcards from the area he visited with the whole group. Announce that the child has brought two of each postcard and they will be placed in the basket. The group can use these to play the Vacation Picture Matching Game.

◆ A lotto board game can be made from picture postcards. Place one of each pair on a large piece of cardboard and the second card in an envelope. Have children match individual cards to the picture on the lotto board.

◆ Encourage parents to come in to share experiences they had on their vacation. They may bring objects, share regional foods, or show the videotape of the family vacation.

◆ Make a summertime bulletin board that features family vacations. Display a photograph of the child and a picture/photograph/short description of the family adventures.

STAY-AT-HOME VACATIONS



Take your children on a summer vacation in your backyard or even the local playground. You can travel around the world—to the desert, the ocean, a mountain top or the jungle.

You can go wherever your imagination takes you. As you take your trip, you will be helping your children develop their imaginations. They will be able to express their feelings, dreams, and creative thoughts.

Fantasy play is an important learning tool. Children use this kind of play to make sense of all that they see, hear, smell, taste, and feel in their lives. Children

who play games of make-believe tend to fight less, demand less adult attention, and develop a larger vocabulary and better language skills.

Start planning your adventure by reading books such as the ones *In the Book Corner* on page 4. Encourage children to pick a place they would like to visit. Together, take a look around your backyard or playground and you'll come up with many ideas.

- ▲ Grassy areas can be forests, jungles, or even a fairyland--check for elves under toadstools!
- ▲ Swings can be jets or rockets

that take children all around the solar system. When they get off the swing, they are on a new planet.

▲ Swings and other playground equipment can become circus equipment--and your children can become star performers in the circus.

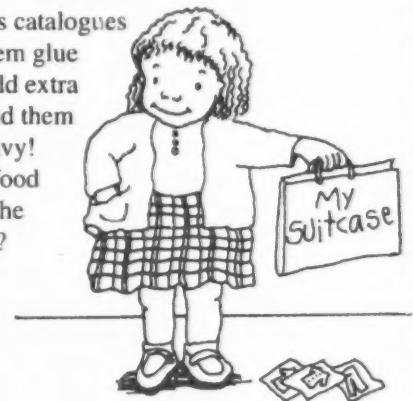
▲ The top of a jungle gym can become the top of a mountain or a forest ranger's lookout, or the crow's nest of a pirate ship.

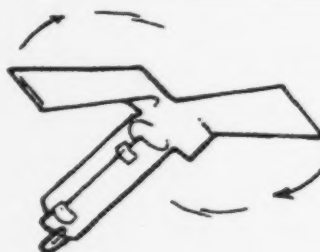
▲ It's fun to combine areas and have your pirate ship sail into the wading pool and then land in the sandbox so that children can hunt for buried treasure.

PACK YOUR SUITCASE

Invite pre-schoolers to make suitcases to take on their vacations.

- Use folded construction paper or wallpaper samples or colorful file folders.
- Show children pictures of the places they have decided to go on their fantasy vacation. Help them decide if they will need warm or cool clothes, sandals or boots, hats, equipment of any kind. Don't forget clothes for sleeping and underwear!
- Then give children old magazines and clothes catalogues and let them cut out a wardrobe to pack. Let them glue these into their "suitcase." They may need to add extra sheets of paper if they are packing a lot! Remind them that they don't want their suitcase to get too heavy!
- Let children decide if they will need to take food with them also. Can they find peanut butter in the jungle? Are there restaurants on mountain tops? They may want to take a "cooler" with favorite snacks and drinks cut out of magazines or supermarket ads.





For People Who Care for Young Children

SUMMER MOVEMENT

Toddlers are rarely still. It's not part of their nature. They wiggle and toddle, jump and clap, bounce and wave; all in their joy of living. If movement is a natural activity, what benefits are there in planning movement activities (other than using up extra energy)?

MOVEMENT AND THE DEVELOPING CHILD

△ Young children learn more quickly when thinking and movement activities are combined. In other words, it's easiest to think and learn when you can wiggle and move at the same time.

▲ Movement can encourage language development when you help young children describe their movements, using words such as: *roll, twist, crawl, run, trot, jump, go over, and under.*

△ Movement activities help children develop memory skills. At the end of the day (or a few days later), you might ask: *Remember when we played outside, and we all ran around the tree?* Let children take it from there, adding their own memories and descriptions of what they did. They are also organizing and sequencing.

▲ In movement and games, young children begin to understand their

body in space, as well as concepts involving directions, size, and shape. Encourage this by setting up simple obstacle courses that allow children to go over, under, through, around, in, and out of objects. The younger the child, the simpler the obstacle course, and the fewer directions you should give. Remember that you encourage body awareness when you name body parts in games and movement activities.

△ Moving across a room in different ways, figuring out ways to creatively say, "Yes," without speaking, and making choices about body movements to music, all help children develop problem-solving skills.

▲ Strength and coordination come with practice. And children practice these skills when they play movement games.

△ Sometimes simple movement games are the first times a child actively plays with other children.

These games can be the first steps in learning to cooperate with others in a group. So children are developing social skills in their movement play.

△ If you plan movement activities where everyone succeeds, self-esteem grows. Success is important to all of us, and particularly to young children. Plan success-oriented activities so that children will feel secure enough to try other new activities and risk failure sometimes. This does not mean that everyone can do every movement, but no one should feel that they have done it "wrong."

△ Many of children's favorite movement experiences have to do with guided imagery or make believe. Read favorite books and tell stories ("The Three Bears") adding actions, or invite children to "become" animals, trees, tables, or story book characters.



SUMMER MOVEMENT ACTIVITIES

CIRCLE CHANTS, SONGS, AND MOVEMENT

Go around your circle chanting: *"This is what I can do, I can do, I can do."* (Clap, stamp, nod, etc.) Everyone follows the leader's action. *"This is what I can do. I pass it on to you."* (The leader points to another child.) After going around the circle, decide that not everyone can do every movement. *"We are all different and we are all good at different things."*

GOING ON A BEAR HUNT

This is a wonderful way to bring movement into a story that involves everyone. For young toddlers, start simple. The story will evolve soon enough, and children will demand choices: *"This time, let's hunt a dinosaur."*



ONE. TWO, THREE, FREEZE!

This is great fun, and helps coordination and balance. Invite children to move around the room (each in her own way), as you slowly beat a drum. When the drum beat stops, everyone FREEZES. As with other movement activities, try to keep the pace slow, give directions children can see rather than hear, and encourage children to be leaders.



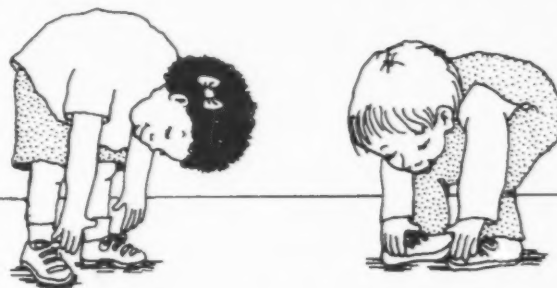
FOLLOW THE LEADER

This is great fun inside or out. (Many toddlers are not ready to take turns being IT.) Present movement directions that use both sides of the body. If a child moves both her preferred and non-preferred side of the body, she will develop balance and coordination. Invite children to march with both hands over their heads, jump with both feet, or wave like a tree from side to side.



SIMON SAYS (adapted)

In this simplified version of the popular game, begin by saying something like: *"Mrs. Perez says: Wiggle your nose."* Have everyone follow your example and then take turns. *Tim says: "Clap your hands."* *Kerry says: "Touch your toes."* Simon Says is also a good way for children to learn body parts.



PATHS AND ROADS

Make paths and circles with masking tape on the floor or use lengths of rope. Encourage children to follow the paths to the beat of music. Sometimes cut out footprints and place them at varying intervals so your children can take baby steps or giant steps around the room.



For People Who Care for Young Children

EXPLORING ROCKS

*Summer is a great time to learn about rocks with your children.
Your study can last a week with different activities each day.*

DAY 1

Introduce children to this interesting subject by reading *Everybody Needs a Rock* by Byrd Baylor (Aladdin Books/MacMillan). Then set out on a rock hunt and collect rocks to bring back. (For three and four year olds, it may be better to read the book in two sittings with the rock hunt in between.)

Children are usually eager to clean their rocks before examining and admiring them. Then count them, sort by size, shape (corners, curves), color, and texture. Make a chart of the number of rocks in each category. Baylor's book may inspire children to think of less common categories for rocks such as "special smell" or "fits into my pocket." (Of course, children must realize that pockets come in different shapes and sizes, too.)



Arrange rocks in order of size. How many are large? Tiny? Again, chart the results. Hit two rocks together. Describe the sound. Scrape them together. Describe the sound. How does it feel?

Scrape a rock along cement. Does it leave a mark on the cement? On the rock? What does that tell about the rock's hardness? Let children check each rock for degrees of hardness by scratching with a fingernail and a penny.

Scrape two rocks together over a piece of black paper. The tiny pieces of ground rock that fall to the paper are sand. Use a magnifying lens to examine the sand and the rocks.

Have children check rocks to see if any rocks dissolve in liquid by placing each one in a dish half full of water.

Let children rub some rocks

with baby oil and check the difference between them.

Let children weigh rocks, using scales or a balance.

Kindergarten-age children may enjoy leafing through a book of photographs of rocks and minerals to try to learn more about their rocks.

If possible, display a fossil (a rock with the remains or imprint of a plant or animal) and a geode (a hollow rock broken in half to show crystals inside). These are available at nature and rock stores and at some museum gift shops. (Rocks and geodes may be priced from \$1.00 up. Fossils cost more.)

After children have had a chance to examine the rocks and try some of the activities mentioned, they may dictate or write rock facts, showing what they have learned.



MORE ROCKY DAYS

DAY 2

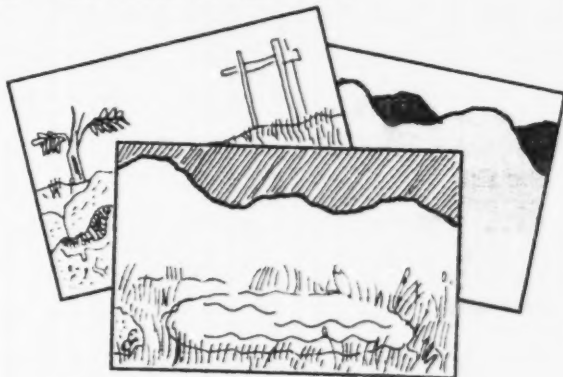
Read or tell one of the variations of the old folk tale "Stone Soup," using figures and pictures of the kettle, stone, and vegetables on a flannelboard. You may want ask parents for donations. On Stone Soup Day, bring in a large kettle and fill it half full of water. Then, with great ceremony add a "magic stone," which has been scrubbed and sterilized by boiling! Add a little salt and start heating the water. Let children help prepare whatever vegetables were brought in. Drop them in. Add a handful of noodles or macaroni or rice about 15 minutes before the soup is done. Vegetable soup never tasted as good! The bonus is that the word "cooperation" has a new and special meaning!



DAY 4

Help children collect pictures of canyons, mountains, volcanoes... These can be laminated and placed on a wall. Invite children to bring in any pictures taken on vacations that include mountains or lakes. Try to find some pictures that show the various layers of rock!

Find pictures of Japanese gardens. Help children construct their own rock gardens outside or make miniature ones on the window sill.



DAY 3

Give children smooth, round rocks and some flat ones to make Pebble People. Have available permanent markers for children to use to make the features. Grass or leaves can also be glued on for clothes. Let them glue the pebbles together to make different shapes. Point out that they may need to hold or prop up the rocks for a short time to be sure the glue will hold. Children may discover that the flatter and smoother the rock, the easier to join, but that some rough pebbles help make interesting characters.

Let children create a home for their Pebble People. Offer a variety of containers: egg cartons, shoe boxes, tissue boxes, yogurt cups, paper towel rolls taped at one end, and so on. Encourage children to decorate these homes with collage materials: tissue paper, construction paper, gift wrap, fabric and wood scraps, cotton balls, yarn, ribbon, feathers, twigs, aluminum foil, and so on.



Let children dictate or write stories about their Pebble Person, describing it, its home, family, daily activities, and favorite foods.

However, take time to discuss reality, too. It is fun to use one's imagination to make up stories about rocks, but children should realize that these are pretend, that rocks don't eat, live in homes, or have activities. To help clarify, refer back to the rock facts that children dictated earlier. Compare these to the creative stories about the lives of their Pebble People.

DAY 5

End the week by sharing your special rocks. Invite others to enjoy the display on the science table as well as children's artistic creations. As Byrd Baylor reminds us, "Everybody needs a rock."





For People Who Care for Young Children

END-OF-THE-SUMMER PARTY

It's the end of the summer and there is usually some kind of celebration to mark this ending. This year, why not plan a celebration to highlight the uniqueness of each and every child so that your children head off to school feeling great about themselves? Help children discover and learn to appreciate the things about themselves that are very special and make them one of a kind.

BEFORE THE PARTY

The day before your celebration, trace each child's hand, cut it out, and put a piece of yarn long enough to make a necklace through it. Print the child's name on one side of her hand!



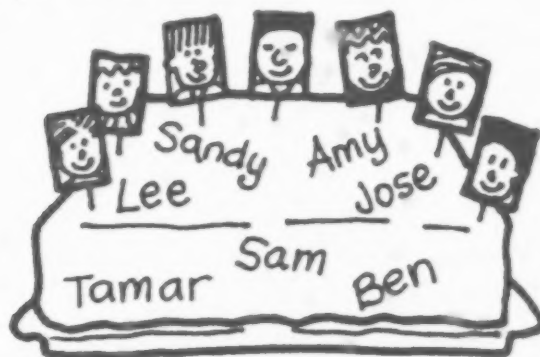
PARTY TIME!

Start the big day by taking everyone's picture with an instant developing camera. Pin these up and let children find "themselves" and label each with their name. Names should be preprinted on small index cards.

As an activity, cover the names and parts of the photo and have children guess who the person is. If you have a sheet handy, try covering up actual parts of the children's bodies and then, let

BAKE A PARTY CAKE!

Before the day of the party, prepare a special party cake. On the top and sides of the cake, pipe on with frosting each child's name. Decorate the top edges of the cake with photos or each child's head mounted on toothpicks. This will give the effect of little colored flags or stick people with your children's face on each stick.



other children try guessing who they are.

Give out the hand necklaces that you have made the day before. Discuss how everyone is special—one of a kind. Have children compare their handprints.

ART PROJECTS

○ **Finger Puppets** Cut the corners diagonally off several, old, used envelopes. After eating the cake (see above), break off the toothpicks from each of the children's head snapshots. Glue each picture to the pointed tip of an envelope corner. Let your children decorate the envelope corners to look like the clothing

they are wearing. When finished, these make perfect people finger puppets.

● **Thumbprint Collage** Explain how everyone has a thumbprint unlike anyone else. If you have an adult helper, compare your thumbprint to show children what you are talking about. Use a magnifying glass, if possible.

Let children dip their thumbs into instant chocolate pudding and then press them onto a large piece of light colored paper. Label each child's print with her name. Then, let them lick the chocolate pudding off their fingers. This eliminates clean-up time, not to mention the fun it creates.

PLAY ME GAMES

I CAN DO...

Have each child show the group something special he can do. This could be counting to the highest number, saying his whole name, hopping on one foot, bouncing a ball three times, hitting a target with a bean bag... Cheer for everyone's efforts.

SPOTLIGHT ON ME

Prepare an audiotape with music of many different tempos. Use a march, a calypso beat, a Mexican tune, a jig, a classical piece, and so on. Have children stand in a circle and dim the lights or pull the shades. Start the tape and use a flashlight to spotlight one of the children. When the spotlight falls on the child, he begins to dance to the music playing. All the other children copy the child in the spotlight. Make sure that everyone has time in the spotlight.

GUESS WHO

Discuss how your voice is part of what makes you special. Get everyone's voice on tape. Try to get each person's voice individually and leave spaces in between the voices which will allow you to pause or stop the tape recorder while children try to guess whose voice they are hearing when you play the tape back.

WHO AM I?

Discuss how no matter what you put on your body--you are still you. Have available a "Bag of Disguises" to show what you mean. Allow children to experiment with the disguises. Let them, one at a time, disguise themselves and have the others try to see through their disguises and guess who they are.

Some suggestions for your "Bag of Disguises" are: wigs, scarves, jewelry, ties, lipstick, jackets, old team-sports uniforms, hard hat, fire fighter's hat, cowboy hat, helmet, mail carrier's hat, police officer's hat. Try using your dress-up clothes for disguises.



FOLLOW THE FOOT AND HANDPRINTS

Trace and cut out hands and feet. Place these around your room or play area and let children follow the path. Make the path as interesting as possible—up, over, under, around.



END YOUR CELEBRATION WITH MUSIC!

Sing the following song to the tune of "Where is Thumbkin?"

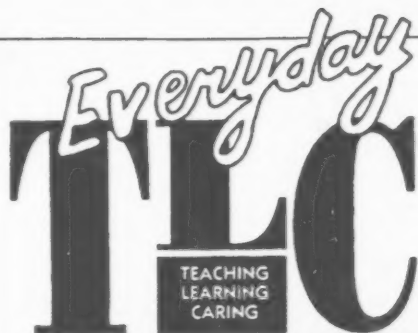
This is child's name (sung twice)

He/She is a little girl/boy (sung twice)

(Child's name) is at (name of your program) (sung twice)

Glad he/she is here. (sung twice)





YOU CHOOSE!

- ◇ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the Nutrition Education & Child Care Food Program
- ◇ Earn State Licensing Hours
- ◇ Do Both!!

Learn-At-Home Training for Child Care Professionals

Over the course of a one-year subscription to EVERYDAY TLC, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA. These same training modules have been approved for one hour each (total of 8 per year) toward your state licensing hours for family child care providers in the following states: AK, AL, AR, CO, MA, OH, OK, OR, PA, RI, TX, WY (16 hours)*

It's Easy and Convenient:

- Step 1:** Review the continuing education self test and professional article in this issue of *EVERYDAY TLC*.
- Step 2:** Sit back, relax, and read through your issue of *EVERYDAY TLC*.
- Step 3:** Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!
- Step 4:** Remove your completed test sheets from *EVERYDAY TLC*. Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:

EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402

Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

- Cost:**
- ◇ CDA \$80 for all 8 tests (40 CDA clock hours)
 - ◇ State Licensing Hours \$5.50 per test
- OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a \$22.00 check or money order. (for state licensing hours only)

Note: The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.

Questions: Please call: 1-800-677-6644.

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

BEST COPY AVAILABLE

DEVELOPING PRODUCTIVE RELATIONSHIPS WITH FAMILIES

When parents are involved in their children's childcare program, children's behavior and skills are improved. Not only that, but the parents change as well. They encourage their children's development and self esteem and this reduces behavior problems overall. Involving parents in your program is not an option; it is a necessity. See how you stack up with positive parent relationships with the following questions.

1. Where is Your Family TRUST METER? Trust develops slowly, incident by incident. Look at the following checklist and see if you are doing the things that build trust with parents. If not, discuss the areas where you need to put in extra effort on a separate sheet and tell how you will accomplish each of them. Be honest and fair. This can only help you.

- ☐ I report accidents, any first aid given to a child or that the child is sick.
- ☐ I require parent's written permission to give any medications, insect repellent or sun screen to a child.
- ☐ I tell parents about their child's eating, sleeping, and toileting.
- ☐ I follow feeding instructions for a child with allergies.
- ☐ I allow a child to be picked up only by people parents have listed on their written form.
- ☐ I take children outdoors to play every day, except in bad weather.
- ☐ I talk with children frequently and show kindness and respect.
- ☐ I help children to learn to control their behavior without harsh punishment.
- ☐ I read to children often.
- ☐ I provide many music, art, pre-literacy, block, pretend, and science activities so a child can do them on his own.
- ☐ I help a child feel proud of what he can do.
- ☐ I encourage children to enjoy getting along with others.

(rephrased from Child Development Associate materials)

Some areas I need to work on to build parent trust are: _____

2. It is important to sit down with the parents/families and discuss and record goals set for their children. Your assignment is to make up a sheet with goals specific to your program. If you have infant/toddlers, write in goals for them. If you are a family child care home, write up goals for each age child you have. For now, keep the number of goals to a dozen. Also, tell when and how you would use these goal-setting sheets. Write your goals on a separate sheet and attach to the test. The following are some suggested goals for preschoolers to give you ideas.

PHYSICAL: to cut with scissors ♦ to climb, swing and balance on the equipment ♦ to pour juice/milk without spilling

COGNITIVE: to identify shapes and colors ♦ to care for plants, animals and know something about the environment ♦ to understand that numbers represent amount of items.

LANGUAGE: to communicate by speaking ♦ to write first name ♦ to use a computer game

SOCIAL SKILLS: to take turns ♦ to share ♦ to enjoy friends ♦ to know basic feelings

(Idea from Janice Beaty, "Skills for Preschool Teachers")

Discuss how you would handle a parent who wants an unrealistic (developmentally inappropriate) goal met. For example, a parent wants her preschool daughter to be able to read children's story books at the end of the year. What would you say to her?

3. Daily Reports are important communications between your program and the parent. Do you have one? If you do, attach a blank copy to this test. Explain how you use it. If you do not already use Daily Reports, create one. You will need to include the following information.

FOR INFANTS: Feeding and Diapering Times ♦ Naps ♦ Message space from provider to parent: "Your child needs. . ." ♦ Message space from parent to providers ♦ Medications:

FOR TODDLERS: Feeding and Toileting Times ♦ How child ate (___ all, ___ some, ___ very little) ♦ Nap or Rest Time ♦ Medications ♦ Message space from provider to parents: "Your child needs. . ." ♦ Message space from parents to providers

FOR PRESCHOOLERS: Checklist of all learning centers child enjoyed ♦ Child's food intake for meals and snacks ♦ Message space from provider to parent: "Your child needs. . ." ♦ Message space from parent to provider

Review your Daily Reports. Are they as attractive as they could be? Do you add a little something new now and then to make parents take special notice? If so, redesign your Daily Reports and send in both the old and the new!

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____

☐ CDA ☐ TRAINING CERTIFICATE

PARTNERS IN CARING

by Kathy Faggella



The minute a new child walks through the doors of your classroom, family day care or infant toddler program, you have formed a partnership with that child's family. Now, it is up to YOU to establish a productive relationship with them. Why YOU? Because the family has entrusted their child to your care and it is up to you to prove that you take that trust seriously and will do the best you can do for their child.

How can you build a trusting, positive relationship with parents and families? Perhaps the best way involves getting the parents to participate in some part of their child's program. Families need to feel welcome at any time—to come in, sit, play, or have lunch with their child. You can make them feel comfortable doing this by greeting them with warmth, not surprise. You can provide a place (parents' corner, soft chair, special table and chairs) for them to sit alone with their child, if they wish, having an activity or materials ready to use with their child: a book to read, a special lump of play dough, a new puzzle, a pair of puppets just for two. Place these items in The Parent's Box.

Encourage parents to take a more formal role in their children's early experiences, as a volunteer in your program, a member of the planning team, field trip chaperone, culture/heritage sharer, fund raiser, board or policy member. It is good for parents to become familiar with you, your program

and your physical set-up. It builds their confidence in how you are treating and working with their child.

Another way to establish a productive relationship with families is to LISTEN to them. Spend some time with each new family asking about their child. Ask parents what are some of the skills they would like to see their child learn in the upcoming year. For example, ask what physical skills they'd like to see their child develop: climb stairs, toss a ball, zip a jacket, pour without spilling, cut with scissors, and so on. Also, they may want their child to speak more clearly, enjoy being read to, use hand puppets, do fingerplays and be able to write his name. Show parents how you have similar goals in all parts of your program. Discuss with them the developmentally appropriate skills you will be providing chances for each child to accomplish.

Besides listening to families, it is important to communicate regularly with parents. In many instances, you see parents every day and can speak directly to each. Sometimes, children get bus rides or are picked up by other family members, so there is not the day-to-day communication. In order to make communication daily, use daily reports. A daily report is a written paper telling how the child was during the day. For infants and toddlers, it can list foods eaten, the diapering and sleep schedule as well as what the child did during awake times. It always lists any

small accomplishments and states any problems and meeting times.

Some programs have a telephone hour set up twice a week, say between 7:00 and 8:00 PM, when parents can call in and talk about their child. Of course, parent conferences, scheduled twice a year, with or without an initial home visit, are great ways to stress the positive things about a child while encouraging parents to follow up on newly learned skills.

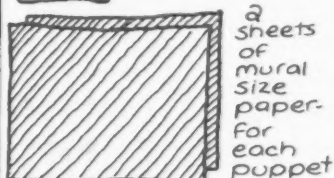
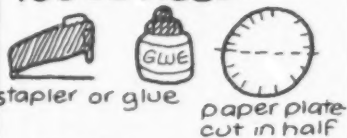
Because families very often see us as 'experts'; they will come to us for parenting help. As part of this family partnership, we need to provide some help to them. Parent education programs, parent bulletin boards with resource and program information, childcare books to loan, support groups, internet access for parents to use and social activities are all ways to help our children's parents do their job.

Finally, your program should be a happy place for both children and their parents. Have a potluck supper night or 'fun and games' night for families. Some programs set up day trips for families to share. (One adventurous program fund raised all year long and took a vacation with all the families to Walt Disney World!) Even an evening out, without children, for dinner and a dance can cement family friendships.

The parents are and will always be the most influential people in the children's lives. That's why you need to strike a partnership with the families from the start.

ME PUPPETS

YOU'LL NEED:



WHAT TO DO:

1. Trace each child's body onto large paper.

2. Place 2 sheets of paper together and cut out 2 outlines.

3. Draw or paint in features, hair, clothing.

4. Use glue or stapler to put 2 outlines together.

5. As outlines are being glued or stapled, crush up newspaper and stuff each section.

6. Staple paper plate half onto back of puppet's head so a hand can be slipped into it.



from *Crayons, Crafts, and Concepts* by Kathy Faggella (First Teacher Press)

BOOK CORNER:

IN THE

- ☞ *All the Colors of the Earth* by Sheila Hamanaka (HarperCollins)
- ☞ *I Like Me!* by Nancy Carlson (Penguin Putnam Books)
- ☞ *Today I Feel Silly and Other Moods That Make My Day* by Jamie Lee Curtis (HarperCollins)
- ☞ *It's Okay to Be Different* by Todd Parr (Little Brown Children's Books)
- ☞ *Giraffes Can't Dance* by Giles Andreae (Scholastic)
- ☞ *Dumpy La Rue* by Elizabeth Winthrop (Henry Holt & Company)



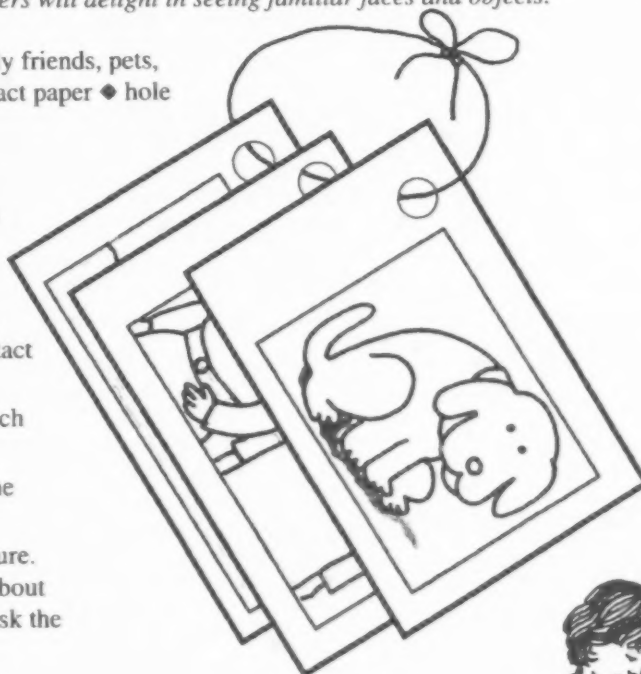
INFANT CARE: A Very Special Book

Older babies and young toddlers will delight in seeing familiar faces and objects.

You'll Need: photographs of the baby's family friends, pets, favorite objects ♦ glue ♦ index cards ♦ contact paper ♦ hole punch ♦ strong string or yarn

What to Do:

1. Ask parents for photographs of the baby's family, friends, pets, and anything else the baby especially likes.
2. Glue each photo on a separate index card.
3. Laminate or cover the each card with contact paper.
4. Punch a hole at the top lefthand side of each card.
4. Thread strong string or yarn through all the holes to make the cards into a book.
5. Sit with the baby and talk about each picture. Name the person, pet, or object and talk about how much each person loves the baby. Ask the baby to help you find a certain picture. "Where's Mommy?" Where's Spot, your dog?" Babies will love seeing familiar faces.



Ideas: Ellen Javernick, Susan Coons

Art: Nina Woldin, Debby Dixler, Catherine Minor

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ROCKY FUDGE

Making fudge can demonstrate the differences in igneous rocks that cool slowly or quickly.
The results are edible, although not gourmet, and children love it!

You'll need:



1/3 cup water



1 cup sugar



salt



cocoa



vanilla



- ① In a medium-sized pan, let children mix 1/3 cup water, 1 cup sugar, a pinch of salt, about 3 tablespoons of cocoa, and a teaspoon of vanilla.



- ② Heat mixture to boiling, stirring constantly. Boil for about 3 minutes, but don't let it boil over.

- ③ Ask "Should we let this mixture cool slowly or quickly?" You'll probably get responses for both, so, "What if we cool half of it slowly, and half of it quickly?"
- ④ Pour 1/2 into a pie plate sitting in a bowl of ice, & let the remainder sit on the warm burner. The fudge cooled quickly should be shiny & smooth, the rest should be rougher & lumpier.



from *Explore and Experiment* by Jeannine Perez (First Teacher Press)

BOOK CORNER:

IN THE

- 📖 *I Am a Rock* by Jean Marzollo (Scholastic)
- 📖 *Let's Go Rock Collecting* by Roma Gans (HarperCollins)
- 📖 *Sylvester and the Magic Pebble* by William Steig (Aladdin)
- 📖 *Rocks and Minerals* by Steve Parker (Econo-Clad Books)
- 📖 *The Big Rock* by Bruce Hiscock (Aladdin)

AFTER-SCHOOLER IDEA: Igneous Rocks

Children love to say "igneous." It comes from a word meaning fire. These rocks come from deep inside the earth, where it is so hot that rocks are liquid! Sometimes the magma, the liquid rock, comes to the earth's surface through the top of a volcano and it is called lava.

If you can, show children a piece of pumice rock. Pumice is a good rock to show as an illustration of igneous rocks.

Pumice comes from lava that contained a lot of gas. As it cooled, it became frothy. The rock has so many bubble spaces that it is light. It can even float on water.

Find as many pictures of volcanoes as possible and discover from children what they know already about volcanoes. Volcanoes are cracks in the earth's crust, usually surrounded by a hill or mountain. Liquid rock, ashes and steam erupt through the opening.

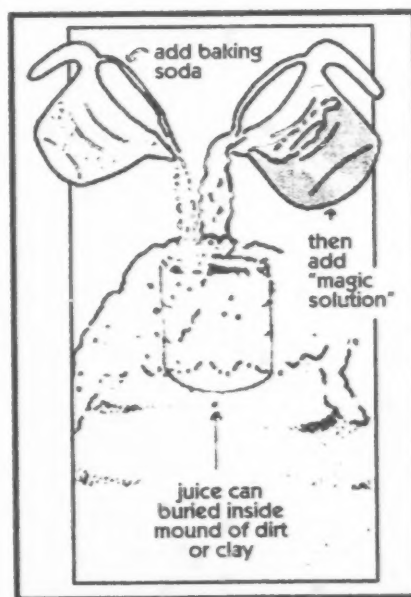
MAKE A VOLCANO

You'll Need: small can or bottle • water • 1/4 cup dishwashing liquid • 1/4 cup vinegar • 1/4 cup baking soda • red food coloring

What to Do:

1. Bury a small can or bottle that has a wide neck in a mound of dirt, or clay if you can. Be sure that the opening of the bottle sticks out the top.
2. In a pitcher or quart bottle, mix one-half cup water, dishwashing liquid, and vinegar.
3. In the can or bottle opening, pour baking soda. Pour a little of the mixture from the quart jar or pitcher into the small can or bottle on top of the soda. Save some for repeat performances! If nothing happens, stir the mixture a bit with a stick. "Lava" will erupt! For even more realism, color the liquid with red food coloring before putting it into the volcano.

The baking soda and vinegar form a gas called carbon dioxide, like the bubbles in soda. When magma mixes with volcanic gas, lava bubbles out in much the same way as your mixture did.



Ideas: Susan Tersoff, Jeannine Perez

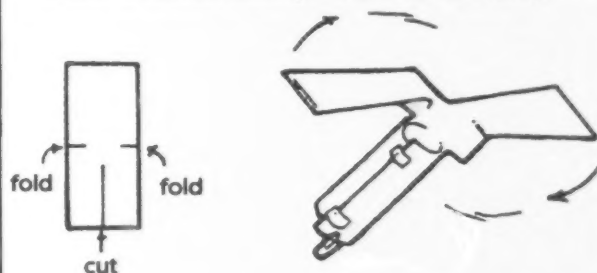
Art: Debby Dixler, Catherine Minor

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MORE SUMMER MOVEMENT ACTIVITIES

HELICOPTERS

Cut out helicopters for each child. (Make several extra because they may tear.) Let children decorate their helicopters with crayons or markers, or add stickers. Then fold out the propellers, fold up the bottom, and add a paper clip for weight. Let children take the helicopters outside, drop them, and watch them twirl to the ground. Then invite children to become helicopters and twirl and drop.



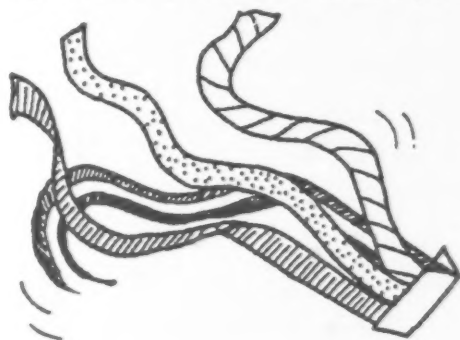
BEGIN BY MOVING TO A BEAT

Your youngest children have a great sense of rhythm. Perhaps they still have memories of their mother's heartbeat in the womb. Rhythm may be as simple as rocking and singing or playing pat-a-cake. Clapping hands together in a group or marching provides a higher level of rhythm. Add music from a tape or record, and give children pairs of pan lids, sticks, or make shakers. (Staple two small paper plates together with pebbles inside. Decorate with markers.)



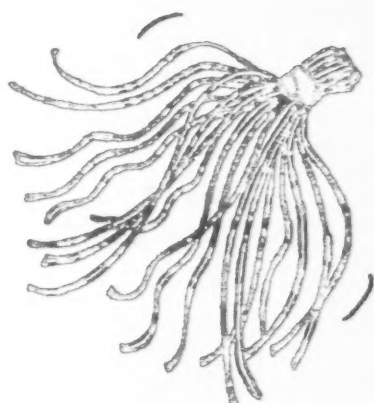
MOVE WITH OBJECTS

Scarves, streamers, puppets, bean bags, and paper wands all give children a chance to move waving objects. Introduce awareness of time by moving arms or legs slowly, then fast.



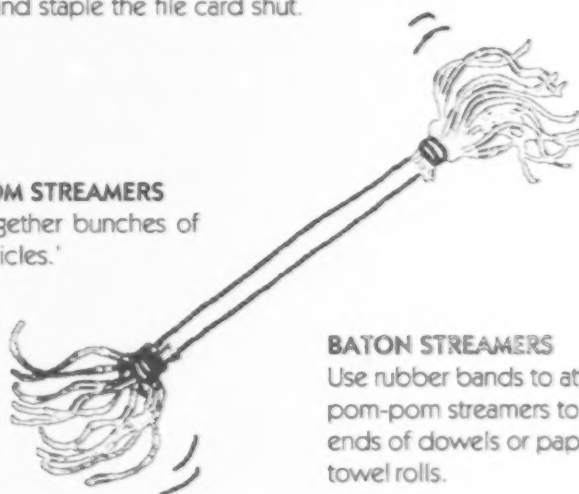
CREPE PAPER STREAMER

Fold a file card in half. Place one end of crepe paper inside the fold and staple the file card shut.



POM-POM STREAMERS

Tape together bunches of tinsel 'icicles.'



BATON STREAMERS

Use rubber bands to attach pom-pom streamers to the ends of dowels or paper towel rolls.

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BOOK CORNER: IN THE

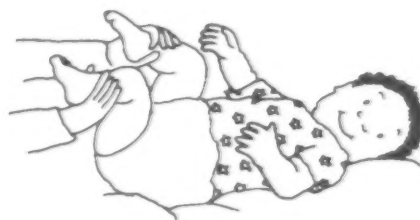
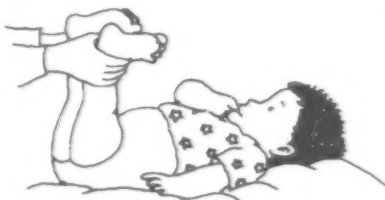
- ☐ *Summer Sun Risin'* by W. Nikola-Lisa (Lee & Low Books)
- ☐ *Summer Party* by Cynthia Rylant (Aladdin)
- ☐ *Summer with Elisa* by Johanna Hurwitz (1st Harper)
- ☐ *Grandma Summer* by Harley Jessup (Viking)
- ☐ *Summer* by Anna Galera Bassachs (Barron's)
- ☐ *School Summersaults: Poems and Paintings* by Douglas Florian (Greenwillow)
- ☐ *Danitra Brown Leaves Town* by Nikki Grimes, (Harpercollins)

INFANT CARE: Kick Up Your Heels

Movement activities can start at an early age. By helping a baby practice kicking, you are helping her develop muscles she will use throughout her life for sports, dancing, and just having fun.

- ◆ Before 6 months, put the baby on her back. Hold her legs at the ankles and gently bend them at the knee. Then straighten her legs, one at a time. Repeat this kicking movement several times. Next, bring her two legs together. Kick them out and together. Try singing a song as you play with the baby. Make up new words to a familiar song such as "Row, Row, Row Your Boat."

*Kick, kick, kick your legs,
That's the way we play.
Soon you'll be able to kick a ball.
Have a happy day!*



- ◆ After six months, try this activity. Lie on the floor next to the baby. Put a small, light blanket over your feet and then kick it off. As you kick off the blanket, sing this song. (Tune: "Twinkle, Twinkle, Little Star")

*Kicking, kicking everyday
Kicking up, that's how we play.
Up above our head so high
Kick our legs up in the sky.
Kicking, kicking everyday
Kicking up, that's how we play.*

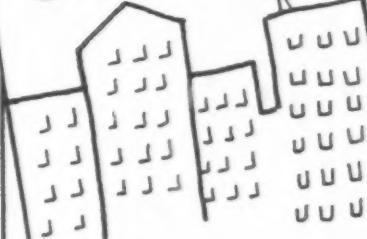
Now put the blanket over the baby's feet.
Sing the song and help him kick off the blanket.

Ideas: Margery A.J. Kranyik

Art: Catherine Minor, Nina Woldin

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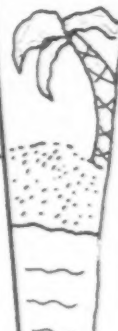
VACATION SPOTS



Visit Death Valley or the Sahara Desert in the sandbox. Introduce this adventure by sharing the pictures and some of the information in a book such as the Time-Life book, *The Desert*. (Other books in this series include: *The Forest*, *The Sea*, and *The Mountains*.) A buried butter tub filled with water becomes an oasis for small plastic animals. The same sandbox or a dirt pile can become a mountain or even a volcano with a little imagination. You can make a volcano by following the directions on page 4 in the August 19 *EverydayTLC* newsletter.



Visit Niagara Falls by propping a garden hose on some bricks or flower pots and surrounding it with plants. Let water cascade into a tub, large bowl, or pan that becomes a lake on which to sail home-made boats.



Mrs. Smith
1234 Main Street
Springfield, NJ 56789
USA

Surround a tub or wading pool with lots of different plants and some plastic animals and your children can go on an African safari. Read *Annie and the Wild Animals* by Jan Brett (Houghton Mifflin) and Margaret Lane's excellent books *The Lion*, *The Giraffe*, and *The Elephant* to help children get in the mood.



BOOK CORNER:

IN THE

- ☐ *How I Spent My Summer Vacation* by Mark Teague (Knopf)
- ☐ *Arthur's Family Vacation* by Marc Brown (Little Brown)
- ☐ *The Berenstain Bears and Too Much Vacation* by Stan Berenstain and Jan Berenstain (Random House)
- ☐ *The Night before Summer Vacation* by Natasha Wing (Penguin Putnam Books)
- ☐ *Stringbean's Trip to the Shining Sea* by Vera Williams (Mulberry Books)

HELPFUL HINTS: Take a Snack on Your Vacation

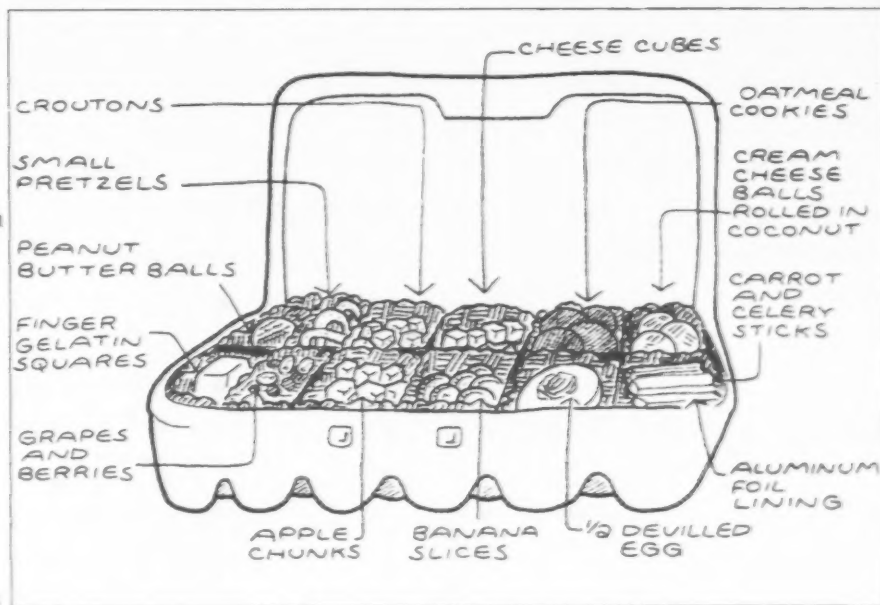
PACK-A-SNACK SERVER

Perfect for a Backyard Vacation

You'll Need: egg carton (for each child, pair, or small group) ○ aluminum foil ● plastic knife ○ pack-a-snack foods, such as croutons, small pretzels, peanut butter balls, finger gelatin square, grapes, berries, oatmeal cookies, cream cheese balls rolled in coconut, carrot sticks, celery sticks, and so on ● aluminum foil for lining the carton

What to Do:

1. Clean out egg cartons.
2. Challenge children to line each section with a piece of aluminum foil.
3. Invite children to cut each food into small pieces with plastic knives so that several pieces could fit into an egg carton section.
4. Set out foods on a table and encourage children to pick their own snacks and place them into egg carton sections. While enjoying the snacks, talk about how many pieces can fit in a section. Talk together about the textures of the foods, the smells of the foods, and of course the tastes.



CACFP Credit= Claim according to the food group making sure that each child has "packed" enough to meet the portion requirement of the food group.

Ideas: Susan Entz, Kathy Faggella

Art: Catherine Minor, Debby Dixler

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RECIPES FOR FUN

ROCKY FUDGE

You'll Need: measuring spoons ● 1/3 cup water ● 1 cup sugar ● salt
● 3 Tblsps. cocoa ● 1 tsp. vanilla

What to Do:

1. In a medium-sized pan, let your child mix one-third cup water, one cup sugar, a pinch of salt, cocoa, and vanilla.
2. Heat mixture to boiling, stirring constantly. Boil for about 3 minutes, but don't let it boil over.
3. Pour one-half of the mixture into a pie plate sitting in a bowl of ice, and let the remainder sit on the warm burner. The fudge cooled quickly should be shiny and smooth; the rest should be rougher and lumpier.

This is what happens to rocks, all of which were once liquid. Some cooled quickly and appear smooth and shiny. Others cooled slowly and look and feel rough and lumpy.

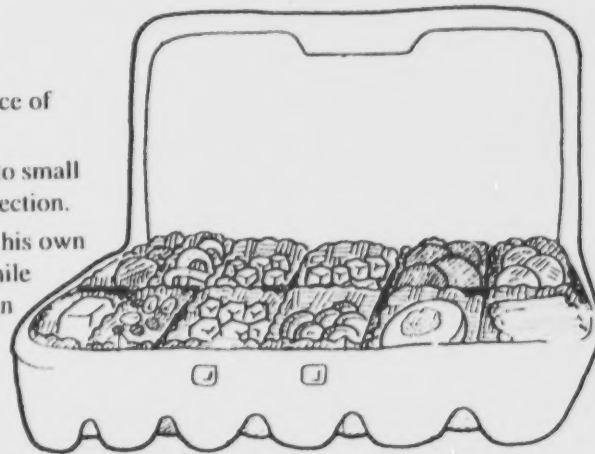


PACK-A-SNACK SERVER

You'll Need: egg carton ● aluminum foil ○ plastic knife ○ pack-a-snack foods, such as croutons, small pretzels, peanut butter balls, finger gelatin square, grapes, berries, oatmeal cookies, cream cheese balls rolled in coconut, carrot sticks, celery sticks, and so on

What to Do:

1. Clean out an egg carton.
2. Challenge your child to line each section with a piece of aluminum foil.
3. Invite him to use a plastic knife to cut each food into small pieces so that several pieces fit into an egg carton section.
4. Set out foods on a table and encourage him to pick his own snacks and place them into egg carton sections. While enjoying the snacks talk about how many pieces can fit in a section. Talk together about the textures of the foods, the smells of the foods and of course the tastes.





PLANS FOR AUGUST



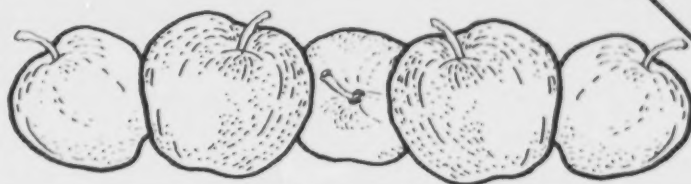
Activity	Week of August 5	Week of August 12	Week of August 19	Week of August 26
Circle Time				
Free Choice				
Learning Centers				
Creative Art Activity				
After-Schoolers				
Prep Work				



KAREN SMITH
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S102 P3



For People Who Care for Young Children

10 TIPS TO START THE FALL IN STYLE!

1. Stop. Get a pencil and paper. If you're going to get organized, you'll need a written plan.

2. Plan your activity areas and general storage of materials so that they are both safe and easy to get to. Label each area with words and pictures and add basic materials needed in each.

3. To encourage children to be able to clean up easily and quickly, outline the shape of the container on the spot where it goes and label it or put a picture there. (School supply catalogue pictures work great!)

4. As you introduce each area, role-play with children how to behave there and what to do. Set up a system of bracelets, tickets, or sign-in charts at each area so children can be there on their own and for regulating the number of children who may be there at any given time.

5. Make plans to let children decorate tables and window frames (perhaps theme-related each month).

6. Plan and post a calendar of events, daily schedules, lesson plans, lists of children with addresses and phone numbers, emergency information, and routines on a special bulletin board. You may also include some of the same information on a parent bulletin board.

7. If possible, get the same size of cartons for storing all materials and supplies. Label each one. (If you're limited on space, they can be stacked to create a divider in the room!)

8. Send a letter home before the first day so that all children will bring in: a labeled toothbrush,

toothpaste, naptime blanket and toy, as well as a complete change of clothing for accidents.

9. Plan to have children create bulletin board borders and color in outlined title letters. Try to plan ahead so that you can reuse bulletin board backgrounds throughout the year.

10. Equip your shelf or desk with the basics—stapler, staples, paper clips, tape, thumb-tacks, sticky tack, glue, markers, pens, paper, and a personal symbol that reminds you how terrific you are and why you're there!

THIS MONTH IN EVERDAY TLC:

- Learning Styles
- A Story about My Body
- Learning to Cooperate
- New Uses for Everyday Items
- LEARN-AT-HOME TRAINING: Raising Socially and Emotionally Strong Children



BOOKS TO READ

MAKING FRIENDS

- 📖 *Frog and Toad Are Friends*
by Arnold Lobel
(HarperCollins)
- 📖 *Who Will Be My Friends?*
by Syd Hoff (HarperCollins)
- 📖 *Clifford Makes a Friend* by
Norman Bridwell
(Scholastic)



COOPERATION

- 📖 *Friends* by Kim Lewis
(Candlewick)
- 📖 *Herman the Helper*
by Robert Kravis
(Simon & Schuster)
- 📖 *The Enormous Potato*
retold by Aubrey Davis
(Kids Can Press)

MY BODY

- 📖 *My First Body Board Book*
by Iris Rosoff
(DK Publishing)
- 📖 *My Amazing Body*
by Pat Thomas (Barron's)
- 📖 *This Is My Body*
by Gina Mayer and Mercer
Mayer (Western)
- 📖 *Here Are My Hands*
by Bill Martin (Henry Holt)
- 📖 *Where's My Nose?*
by Susan Ring (Penguin)

LEARNING THROUGH YOUR SENSES

We all learn through our senses especially sight, hearing, and touch. But many people, in particular young children, rely on one of these senses more than the others to take in information and store it in their memory. According to experts, about 30% of children learn basically through their sense of sight; 25% rely on hearing; and 15% have a very strong sense of touch. The remaining 30% use a combination of these senses.

Take a look at the chart on the next page. It describes the learning

styles of three children Victor is visual (sight); Alice learns primarily through what she hears; and Kathy learns by doing. Do any of the descriptions remind you of your child? Does one remind you of yourself?

Use the information to plan ways to help your child learn more easily. If one of your child's senses and learning style is especially strong, be sure to let his teachers know when he goes to school.

**CINNAMON
BUBBLE BREAD**

You'll Need: store-bought bread dough (Look in the frozen section of your grocery.) ● 1/4 cup sugar ● 3/4 cup packed brown sugar ● 2 tsp. cinnamon ● 1/3 cup butter, melted ● bowls ● spoon ● tube or Bundt pan ● measuring cup and spoons

What to Do:

1. Together, prepare the topping. Mix the sugars and cinnamon in a medium-sized bowl.
2. Melt the butter and pour it into a separate bowl. Let cool down.
3. Help your child roll the dough out into a log shape about 3 1/2 inches wide and cut it into 1-inch pieces.
4. Invite your child to help you roll each piece into a ball.
5. Help her dip each bubble ball into melted butter and then roll it in the cinnamon-sugar mixture.
6. Help your child place two layers of the bubble balls in a greased 10-inch tube or Bundt pan. Cover the pan with plastic wrap or a damp cloth, and let the dough rise a bit (30 minutes).
7. Bake as directed on the dough package. The recipe makes one large ring.



For People Who Care for Young Children

CHILDREN LEARN IN DIFFERENT WAYS

We all learn through our senses especially sight, hearing, and touch.

But many people, in particular young children, rely on one of these senses more than the others to take in information and store it in their memory. According to experts, about 30% of children learn basically through their sense of sight; 25% rely on hearing; and 15% have a very strong sense of touch. The remaining 30% use a combination of these senses.

Take a look at the chart. It describes the learning styles of three children--Victor is visual (sight); Alice learns primarily through what she hears; and Kathy learns by doing. Do the descriptions remind you of children in your program? Does one remind you of yourself?

At this time of the year, many programs get to know children and introduce children to one another with two popular themes: "All About Me" and "Meeting New Friends." Take a look at the activities you provide for these themes. Sometimes, by adding a new element to a game or project, we can incorporate more than one way to learn. Try the activities on the next pages to help children learn about themselves (body parts, name identification, feelings)--and meet new friends.

Victor (visual/seeing)

looks around;
examines structure



Likes
descriptions;
imagines
scenes.

Quiet; does not talk at length;
uses words such as SEE, LOOK.

Remembers faces;
forgets names; writes
things down; takes notes.

Neat; likes order;
may choose not to
change appearance.

Alice (auditory/hearing)

Remembers names,
forgets faces;
remembers
names by
repeating
things



Enjoys listening but cannot
wait to talk; uses words like
LISTEN, HEAR.

Enjoys dialogue; moves lips

Talks about situations:
pros and cons; what to
do

Matching clothes
not so important;
can explain choice
of clothes.

Kathy (very strong sense of touch/tactile)

Prefers stories with action.

Remembers best what was done, not
what was seen or talked about.

Neat, but soon becomes
wrinkled through activity



Gestures
when
speaking,
does not
listen well,
uses
words
such as
GET,
TAKE

Tries things
out, touches,
feels things

ACTIVITIES FOR THE BEGINNING OF THE YEAR

BODY PARTS

◆ **Fingerpainting** Gather a small group around a table. As children fingerprint (sense of touch), you might also play a variety of music. Children can respond in paint to what they are hearing. (*sight, hearing, touch*)

◆ Fingerpainting Friends

Let children choose a partner to work with during this activity. Let one child place her hand in the fingerprint. Her partner then gently places his hand on top of the first child's and moves it around in the fingerprint. After a while, the partners change places. This is one way to encourage a reluctant painter and also to get children working together. If children give directions to each other, such as "move my hand up to the top," an auditory component is included. (*touch, hearing*)

◆ **Mirror Moves** Pair children up, facing each other. One person makes a movement and the partner copies it. Encourage children to move different body parts. (*sight, touch*)

◆ **Tricky Simon Says** The leader says to children, "Put your hand on your head," but she does something different such as putting hands on feet. Children must follow the leader's direction and not get confused by what they see. Children have to concentrate when they play this game. (*hearing, sight, touch*)

FEELINGS

◆ **Pass Face** Have children form a circle. The first person makes a face and "passes" it to the next person. Each person continues



passing faces around the circle until everyone has had a turn. Here is a rhyme children can say as they play this game. It's from *1-2-3 Games* by Jean Warren.

*Here is my face
I give it to you.
Pass it along-
Now you're funny too!*
(*sight, hearing*)

◆ **Mirror, Mirror** In a group of four to six children, let each child hold a small hand mirror. They can experiment by showing different expressions: silly, sleepy, sad, mad, frightened, shy. Helping children label expressions and feelings is important. From *1-2-3 Games* comes another poem:

*Mirror, mirror, who do you see?
I see a _____ face looking at me.*

Add movement to this activity by having children act out a situation when they might have these feelings. (*sight, hearing, touch*)

◆ **Art Center** Children might enjoy drawing or painting themselves with different facial expressions. Let them use mirrors to see how they look. (*sight, touch*)

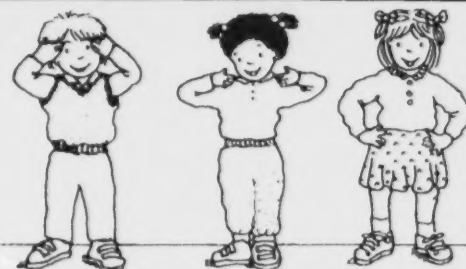
NAME GAMES

◆ **Matching Game** Create duplicate sets of children's names on cards. Let them try to find the matching pairs. (*sight*)

◆ **Gluing on Names** Children can glue paper scraps, ribbon, yarn, or sand to their names. (*touch*)

◆ **Who Is It?** Start by describing someone sitting in the circle. Everyone tries to guess who is being described. Then let children take turns describing others in the circle. (*hearing, sight*)

◆ **Clapping Names** Choose a child's name. Say it slowly. Now have everyone join in to clap the name. For example, SAN-DY, two claps. (*hearing, touch*)



For People Who Care for Young Children

HELPERS ALL: A FELTBOARD STORY

"All about Me" is an important theme in most early childhood programs during the month of September. A good way to get to know the new children in your program--or get reacquainted with those who have been away during the summer--is to help them explore themselves. Last week, we suggested activities related to the five senses. This week, use this original story by Mary Beth Spann Minucci to help children focus on their bodies. The patterns that are included in this newsletter can be copied, cut out, colored in, and backed with felt, flannel, or magnetic pieces to give you props to use in telling the story. This is also an excellent story to tell later in the year when introducing the letter, H.

Once upon a time, the parts of the body had a meeting to decide which was the most important. The head spoke first: *"I protect the brain which does all of the important thinking."*

I have many other special body parts--eyes for seeing rainbows, ears for hearing a bird's song, a nose for smelling supper cooking, and a mouth for tasting warm, delicious meals. Without me, life would be very sad. Clearly, I'm the most important part of the body!"

The heels spoke second: *"You forget about us heels because we're always at the bottom of things, but we help the body stand up, push pedals on a bicycle or dance. Without us, life would be very sad. Clearly, heels are the most important part of the body!"*

The hands spoke third: *"Hands are special, too! We help people draw pictures for Grandma, tie laces on sneakers, or hug each other tight. Without us, life would be very sad. Clearly, hands are the most important part of the body!"*

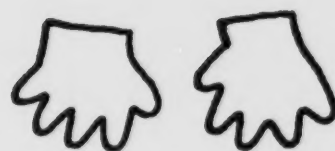
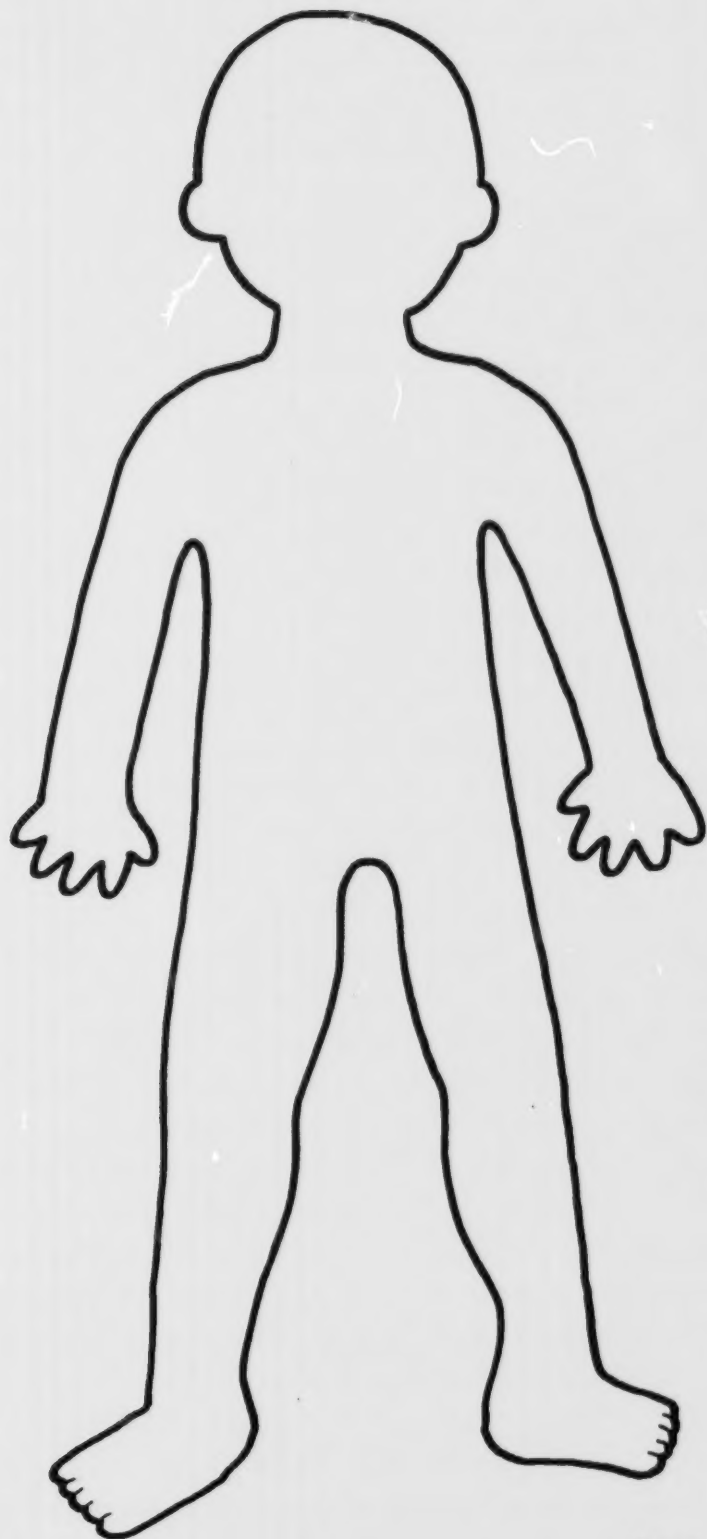
The hips spoke fourth: *"We're important because we hold the legs to the body. We help people twist around when someone calls them from behind, and we help the legs kick a ball down the street. Without us, life would be very sad. Clearly, hips are the most important part of the body!"*

The heart spoke last: *"My job is to pump rich, red blood to every part of the body. I travel to the head, the hands, the hips, and the heels. I know that you all need me and my blood, but I need all of you, too. I need heels to help me exercise, hips to help me sit down and rest, the head to make decisions for me, and hands to help hold someone else's heart close so that I'm not lonely. I think that we're all important in our own way!"*

And all the body parts agreed and got back to work.

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PATTERNS



hands



heart—pink felt



hip bones—white or beige felt

silhouette of whole body—grey felt.
Place body parts on silhouette



For People Who Care for Young Children

ON THE WAY TO BEING SOCIAL



Children aren't born with social skills. But young children CAN learn to cooperate! Cooperation is an learned skill that develops over time.

While independent work is rewarding, working on a group project can give a child a sense of belonging. Children's self esteem grows as they find that they have special skills and a unique point of view to offer when working in a group. Children learn they can make a contribution, which leads to a sense of pride. By learning to cooperate, children learn that they can make a real difference.

TODDLERS AND COOPERATION

A toddler's world is small and circles around "ME." As their world grows, the young child begins to think of family, then of friends, and finally community. Cooperation is not a natural trait for a toddler. Sharing is a first step in learning to cooperate.

Sharing toys and personal treasures is hard. Small children are possessive and generosity begins only when they feel that they own and control some things and that others will respect the importance of their ownership. Begin by sharing kind words, smiles, stories, and taking turns much harder to share such as toys and books. Build activities into each day's plans that help children practice sharing and cooperation.

ACTIVITIES TO SHARE

● **Mr. Ball** This game promotes cooperation and taking turns. Name a big, soft ball, Mr. Ball. Sit in a circle, with legs wide. Roll the ball to a child chanting: "*Mr. Ball wants to see YOU, Drew!*" Then, ask the child to roll Mr. Ball to another child. Clap and chant with him: "*Mr. Ball wants to see YOU.*" Perhaps Drew just cannot let go of the ball. He is afraid it will be gone forever, and so he hangs on tightly. Do not force Drew to give it up, or take the ball away. Simply roll another small ball or block to keep the game going. After a few minutes, Drew may want to participate, and roll the big ball back into the circle. Accept it quietly with a smile, and continue the game. Involve everyone in clapping and chanting while rolling the ball, and be sure

that the ball does indeed get rolled back to Drew at some point.

○ **Cooperative Mural** Help children see that working together is fun, and can bring wonderful results! Spread newspapers or plastic on the floor. Then spread an old white sheet or length of unbleached muslin over it. Help children find places all around the sheet or muslin and let them use brushes and tempera paint, water-color markers, or fat crayons to make designs or pictures. (Paint is great, but messy, so you may want to use markers and crayons unless you have help).

Help your group choose a theme that interests them. Or the mural might be a beautiful and colorful design. Let the sheet dry while everyone cleans up, and then fasten it to a wall, or drape on a bulletin board so that everyone can appreciate the results.

● **Circle Time** Make daily sharing a natural and comfortable part of circle time. Children can "share" a picture, story, or thought. You should share too. This gives children the message: "*I care enough about you to want to share what I see that's interesting and important.*" You can share books, stories, food, fun and humor, and caring for others.

MAKING ACTIVITIES SOCIAL

COOPERATIVE MATERIALS

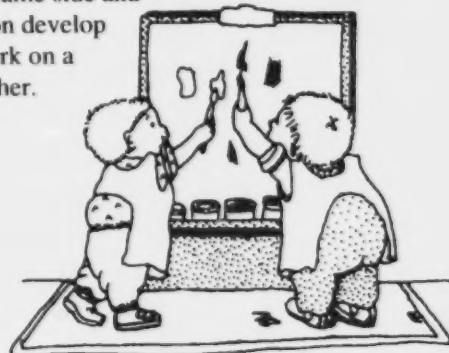
First, have enough materials that children can easily share. If too few materials are available, fights are likely to develop as children compete for interesting things to do. Buy enough Legos, blocks, puzzles, dolls, and other toys and materials for at least four children to play with at one time.



ART

△ **Window Painting** Do you have a stretch of windows that children can reach from outside? Let them use tempera paint to create a fall panorama. This creates a beautiful picture from inside when the sun shines through... It's like one huge sun catcher!

▲ **Two to an Easel** Most of the time only one child is allowed per side of an art easel. Try putting two small chairs on the same side and see cooperation develop as buddies work on a painting together.



COOKING

Group cooking will build a sense of family in your program! As children follow recipes, they learn how to take turns and to be patient as others carefully crack an egg or knead bread dough. Cooking projects that provide snack for the group give young cooks a sense of pride and accomplishment.

▲ Snacks Children Can Make

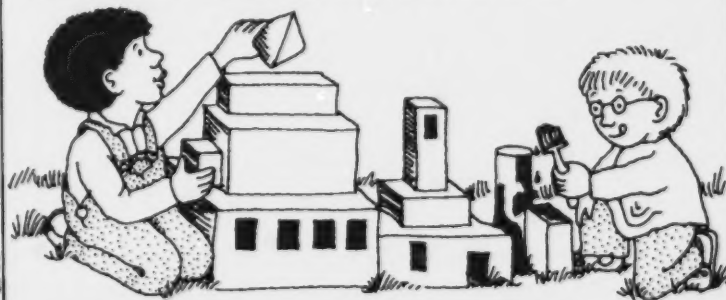
Try healthy cookies of all kinds; quick breads such as banana, strawberry, or nut bread; vegetable trays with a variety of dips; yogurt or ice cream shakes; granola and other nutritious snack bars; puddings and gelatin recipes.



BLOCK PLAY ACTIVITIES

Playing with blocks can help children practice cooperation and develop social skills. Encourage group projects. As children work on group constructions, they develop skills of negotiation and compromise. They also learn how to build on each other's ideas to create unique structures.

▲ **Cardboard Box Skyscraper** Show children pictures of metropolitan downtowns such as Chicago or New York City. Explain what a skyscraper is and ask children to find some in the pictures. In a large open area, provide boxes of all shapes and sizes. Encourage children to connect the boxes to look like streets with tall skyscrapers. Children can experiment with different ways to connect the boxes--masking tape, glue, string, yarn, stapler, and so on. The skyscrapers can be painted and each building given a name. Challenge children to compromise by coming up with a name they all agree on for the city.





For People Who Care for Young Children

THIS FALL, TRY SOMETHING NEW!

Whenver you invite children to look at everyday things in a new way—seeing the unusual in the ordinary—you are helping them develop creativity. By encouraging children to use all

five senses and their imagination to look at new possibilities for using everyday objects or for doing common tasks, you also encourage problem solving. You might begin this creative process by setting out

some of the “art junk” or scraps that are cluttering up your shelves and challenging children to find new uses for each item. The suggestions here cost little or nothing and can be adapted to add to regular routines.

NEW Ways to Use **Art** Materials

Dump out your boxes of paper scraps onto a table. Talk about all of the basic shapes; then find examples of those shapes in the room or on a walk. Help children cut or tear circles, triangles, squares, and rectangles from the different colors of paper. Challenge them to use their paper shapes to make a circus clown, an imaginary animal, or a landscape picture. Later, you could bind the pictures together into a booklet or border the room with them.

Give each child a piece of paper that has an odd-shaped hole in a different location. Challenge children to use the hole as a beginning for a picture. It might be an open mouth, a window, or the entrance to a cave. An added benefit to this activity is that children find that even mistakes such as holes or smudges on drawings can be turned into art.

Challenge children to make a puppet out of an unusual (scrap) object. You might use a disposable cup, a broom, a sponge, paper sacks, or a pine cone. You could also make finger puppets from strips of paper you've fastened into a ring for each finger.



Let children work together to make up plays that star their new puppets.

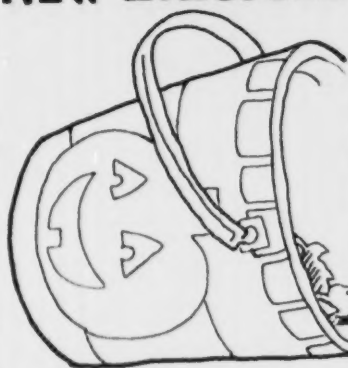
Give everyone an unmatched old sock. With materials from the art box and glue, challenge children to see what each can make from an old sock. Help them roll and stuff one sock into another for a soft ball, make puppets, dolls or stuffed animals, or cut strips around for headbands or wristbands.

For a science project, children could fill an old sock with kitchen (organic) garbage and items from the art wastebasket, then predict what will happen to each object when the sock is watered well and buried for a month in soil. Make a chart with your predictions on one side and the results a month later on the other side.



Create interesting hinged shapes by cutting scraps of paper into many odd shapes, then coloring, decorating, and connecting them with brass paper fasteners. Display these abstract sculptures on a wall space, bulletin boards, or window. Encourage each child to move parts of the hinged shapes until they see a picture, then make up poems or stories about the pictures seen in the shapes.

NEW Math Materials

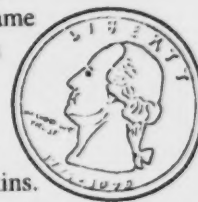


▲ Bring a bucket partially filled with autumn leaves, acorns, crayons, clothespins, pebbles, blocks, or plastic spoons to circle time. (First, cover the bucket top with a blanket or cloth.) Gently shake the bucket. Ask children to guess what's inside, and to use words such as *big, small, soft, hard*. Choose one child to uncover and count the objects inside. You might introduce a surprise bucket everyday, using different objects each morning, and choosing a different child as leader and first guesser.

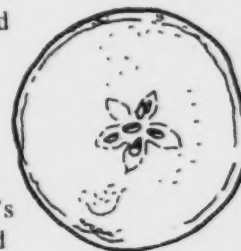


▲ Make rubbings of coins (using a soft-leaded pencil and thin paper), and then ask someone to help you label each coin's picture with its name and how much it is worth. Cut out the coins, and use them to set up a store or restaurant.

▲ Borrow round plastic lids from different containers in the kitchen. (Or use the extra lids that always collect on the shelf.) Trace around them and use crayons or markers to turn them into a family of pumpkins. Which pumpkin is the funniest? The scariest? The best dressed? Create a prize category for each pumpkin and ask children to award prizes by drawing and cutting out paper ribbons or using a stamp (to be sure that each pumpkin receives a prize).



▲ Have apple slices for snack. Learn more about the apples before you eat them. Use a tape measure to determine the distance around your apple. Look around the room and name four things that are bigger than the apple. Then find four things that are smaller than an apple. Cut the apple in half and look at the star inside. Completely remove the core after children predict the number of seeds that will be found inside. Count the seeds. Plant the seeds in small pots, or glue them to paper in a design. Expand children's observation skills by comparing the appearance of fresh apple and peach slices, or the textures and tastes of apple slices with apple sauce. After eating the apples, do fingerplays to celebrate their taste, such as the following:



Ten red apples grow on a tree.

Five for you and five for me.

Let us shake the tree just so.

And ten red apples will fall below.

1,2,3,4,5,6,7,8,9,10.

(Act out as you chant the rhyme.)

Away up high in an apple tree.

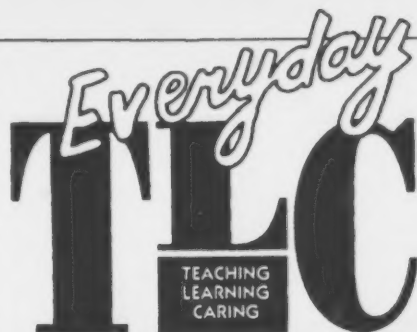
Two red apples smiled at me.

I shook that tree as hard as I could,

Down came the apples and m-m-m they were good.



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YOU CHOOSE!

- ◇ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the Nutrition Education & Child Care Food Program
- ◆ Earn State Licensing Hours
- ◇ Do Both!!

Learn-At-Home Training for Child Care Professionals

*Over the course of a one-year subscription to **EVERYDAY TLC**, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA.* These same training modules have been approved for one hour each (total of 8 per year) toward your state licensing hours for family child care providers in the following states: AK, AL, AR, CO, MA, OH, OK, OR, PA, RI, TX, WY (16 hours)*

It's Easy and Convenient:

- Step 1:** Review the continuing education self test and professional article in this issue of *EVERYDAY TLC*.
- Step 2:** Sit back, relax, and read through your issue of *EVERYDAY TLC*.
- Step 3:** Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!
- Step 4:** Remove your completed test sheets from *EVERYDAY TLC*. Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:

EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402

Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

- Cost:**
- ◆ CDA \$80 for all 8 tests (40 CDA clock hours)
 - ◆ State Licensing Hours \$5.50 per test
- OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a \$22.00 check or money order. (for state licensing hours only)

Note: The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.

Questions: Please call: 1-800-677-6644.

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

Raising Emotionally and Socially Strong Children

It often seems far easier to teach children cognitive skills than to help them learn the social and emotional skills they need for now and the more sophisticated skills they eventually must have. But every effort will truly be appreciated because good social and emotional skills give children the tools they need to survive and flourish in today's stressful world. So, please read and reread the information presented in this *Everyday TLC*. You might like to look up the resources mentioned. Then think carefully about the following exercises and do them.

1. In order to be most helpful to children, you need to be emotionally strong and resilient yourself. Look at the following list. Check off the characteristics you possess. Put an X by the ones you need to work on. Then, in a few paragraphs on a separate sheet, discuss your social and emotional strengths and how you think you acquired them. Jot down at least one area where you would like to get stronger.

- ☐ I believe that I am a resilient person who overcomes the majority of setbacks in my life.
- ☐ I believe that I have some control and power over my life.
- ☐ I am able to ask for help when I need it.
- ☐ I can communicate effectively enough so that those around me know what I mean and what I need.
- ☐ I am helpful to others in my family, among my friends, and in my community.
- ☐ I am attuned to my own feelings and can acknowledge them and change them if they are destructive to me.
- ☐ I am sensitive to others' feelings.
- ☐ I am able to see others as they are and accept them.
- ☐ I am mostly optimistic about life in general.
- ☐ I am able, when necessary, to negotiate my wants and needs and make compromises.
- ☐ I am able to admit to a mistake, and use the mistake as a learning experience.
- ☐ I feel I am responsible and accountable for my actions and decisions.

2. Reread the article and pull out 3 characteristics of strong social and emotion behavior. After each one, write down one specific activity (or change) you will do to accomplish this. For example, ACTION: "I want to enhance my children's emotional literacy." ACTIVITY: I will role play several situations with the children participating. For example: "Someone took your doll. How do you feel?" or "You're afraid of the bugs outside. What could you do about it?" RESULTS: Children will learn the names for various emotions and talk about how to deal with them.

ACTION: _____

ACTIVITY: _____

RESULTS: _____

ACTION: _____

ACTIVITY: _____

RESULTS: _____

ACTION: _____

ACTIVITY: _____

RESULTS: _____

3. The verbal environment in your program is an important indication of how children are progressing socially and emotionally. Be aware and listen to what is said, how it is said, and the tones of voice used in your program for ONE WEEK. Then fill in the following statements.

- a. In general, the adults in the room talk to the children like _____
- b. The adults in the room talk to each other with _____
- c. When children talk to each other, they _____
- d. When conflict between two children breaks out, I _____
- e. When a child makes a mistake, I _____
- f. When a child has a problem, I usually tell him/her _____

4. What things are children saying to you, to other children, and other adults that show you that they are making progress in their social and emotional development? Record some of their statements below and on a separate page as you heard them. For example, one boy says, "Oops, I dropped by glass of milk. I guess I tried to fill it too much. Next time, I'll fill it only up to here (showing half)." This child is acknowledging a mistake, realized that he was responsible, and learned that he had the ability to change what he does next time. He is confident and optimistic. That's quite a lot of learning.

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____

☐ CDA ☐ TRAINING CERTIFICATE

CDA Content Area #6: Raising Emotionally and Socially Healthy Children

RAISING SOCIALLY AND EMOTIONALLY STRONG CHILDREN

by Kathy Faggella



The children in our care are really very fragile. Not so much fragile in a physical sense, but in a social and emotional way. We often don't stop to realize that what we say, how we say it, and how we behave with these children can have long term effects for each of them. We need to stop, think, say and do the things that will help children grow in the healthiest way possible, both socially and emotionally.

Raising emotionally strong children keeps getting harder and harder. Children of today have to deal with so much. Their lives are often full of stress from being poor, having separated parents, various homes, physical, emotional or sexual abuse, knowing (or even just hearing) about crimes committed against children, and now, fearing the vague, yet ever-present threat of terrorism.

Our children need some basic skills for coping with the real world. We need to be careful, however. For a number of years, we thought we were building self-esteem by using the blanket statement, "Good job!" for everything. Today we realize that when they hear "Good job," over and over, children figure out that is just something said to everyone. It loses its meaning and doesn't help develop self-esteem.

We also used to teach children about "Stranger Danger." But now we realize that teaching them about "Stranger Danger"

warns them about something that might never happen, makes them fearful of people, and puts a burden of responsibility on them that they are not ready to take on.

The skills we need to teach children must specifically help them become strong and able to overcome setbacks against the problems they face now and will face in the future. In an interview with Robert Brooks, a psychologist at Harvard Medical School and co-author of the book, *Raising Resilient Children* (Contemporary Books) in *Working Mother Magazine*, he states that we need to be more responsive to children. We need to handle mistakes better by allowing children to see that mistakes can be corrected. This will help them be more confident, not only to keep trying, but to recover quickly when something goes wrong. We need to help children find solutions and have good problem-solving skills so that they will not give up easily or depend on others to manage situations for them. Brooks also suggests nurturing children's spirituality so they know there is something bigger than themselves, which gives children a sense of reassurance.

Children who are resilient believe they can be effective; they don't see themselves as victims. They learn how to get support from a nurturing person in times of trouble. They use an interest or hobby for comfort and for building skills and pride. Resilient children are helpful to others, doing chores not just as jobs, but as

contributions to their communities. Finally, these children communicate well.

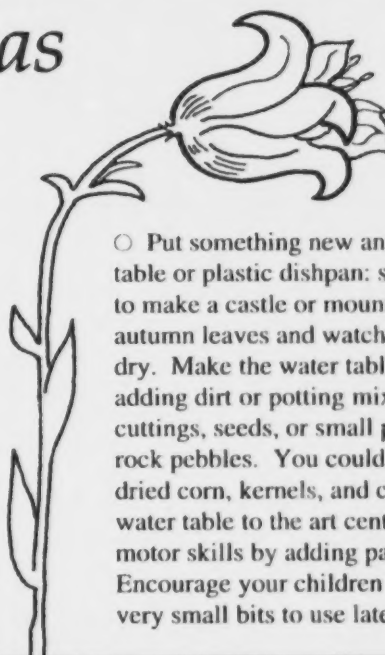
Psychologist and author, Maurice Elias, suggests that caregivers, teachers and parents need to teach children all about their emotions, what causes them, and how feelings effect others and themselves. Along with knowing about feelings, children need to learn the skills for recognizing other people's thoughts, feelings, and actions. Children can learn to "read" others' body language, tone, and facial expressions in order to evaluate, negotiate and compromise. Children who do this well become effective at turning conflict into a positive force where everyone's needs are met.

Children learn these skills by watching us, their role models. As Dr. Elias noted, children observe not only how we speak to them, but they also watch side conversations we have with others. So we need to be very aware of the impact of our examples on children. We need to acknowledge mistakes and apologize to children and others when we are wrong. We need to make children responsible and accountable for their actions and decisions. We need to intervene, give them alternatives and be consistent. **WE NEED TO TREAT CHILDREN AS WE WANT THEM TO TREAT OTHERS!** In this way, we will be raising socially and emotionally strong children who can make a real contribution to their friends, family and the world someday.

NEW Science Ideas

● Help children find smooth and interesting rocks and create cars, flowers, people, or animals. Paint with tempera paints, set out to dry, then decorate as you wish. If you do not want the mess of painting, simply provide containers of water and brushes and let children observe the difference in the appearance of wet and dry rocks.

● Make *Squeeze Bags* from small zip-locking bags. Fill each with a different material: sand, mud, salt, or clay. (You could even prepare gelatin mixture in one bag.) Ask children to describe the textures they feel, and if possible, to compare them to other textures or materials. You could also measure the materials to put the same amount in each bag and then weigh and compare weights of the filled bags. Chart the differences in weight.



○ Put something new and different in the water table or plastic dishpan: sand with water added to make a castle or mountains. Or fill with autumn leaves and watch them change as they dry. Make the water table an indoor garden by adding dirt or potting mix, then planting rooted cuttings, seeds, or small plants. Decorate with rock pebbles. You could also provide ears of dried corn, kernels, and corn meal. Move the water table to the art center and enhance fine motor skills by adding paper scraps and scissors. Encourage your children to cut the scraps into very small bits to use later to make collages.

NEW Cooking Ideas

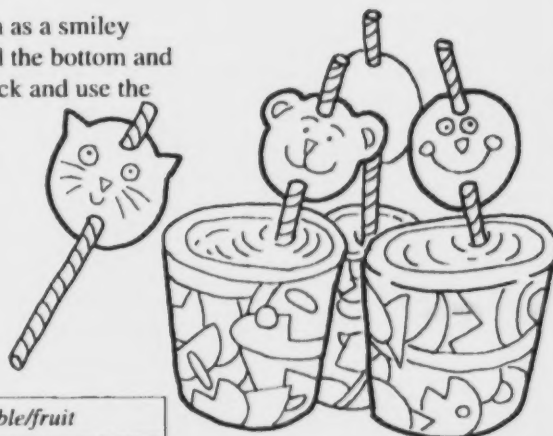
● Make a *silly straw* for snack milk. Cut a small shape such as a smiley face or animal face from paper, punch holes near the top and the bottom and thread the straw through the holes. Enjoy your morning snack and use the straws to drink *Orange Sunny Milk*.

You'll Need: one 16-ounce can of frozen juice concentrate (soft) ● 1/3 cup instant dry milk ○ 1/2 cup cold water

● 1 teaspoon vanilla ○ 10 ice cubes

What to Do:

1. Blend ingredients in a blender for a minute. Add more liquid if needed. You can use any juice if it is not concentrated.
2. Freeze cubes of the juice, if you wish.



CACFP Credit=Vegetable/fruit

Thank
you!

NEW Language Ideas

○ Write PLEASE on one sheet of paper and THANK YOU on another. Read a familiar story and ask children to put these words in the story by pointing to the correct sign and shouting the word whenever they think it is right thing to say.

○ Make a list of words starting with the same sound (for example: S words or B words). Put them together in a funny sentence or poem. "*Silly Sue made soupy sandwiches from soap and set them in the sun.*"

Scavenger HUNT

Have a scavenger hunt. Make use of that large messy pile of old magazines. Label large sheets of cardboard or heavy paper with categories: THINGS THAT ARE SOFT, THINGS THAT ARE RED, SHARP THINGS, and so on. Then help children look for pictures that illustrate the category. After a day or so, ask children to find pictures illustrating harder concepts such as: FUNNY THINGS, SCARY THINGS, THINGS WITH WHEELS, LIVING THINGS, NONLIVING THINGS, THINGS MADE FROM PLANTS. Let them cut out pictures and glue on the paper.

Soft
HARD
red
SHARP

NEW MOVEMENT Ideas

◆ Ask your children, "How many ways can you get from here to there?" (across the room, across the playground, etc.) Each child must think of a different way to travel: crawling, jumping, rolling, hopping, skipping.

◇ Play an imaginary ball game. Form a circle with your children. Tell each child to be ready to catch an imaginary ball and throw it back, or to another child. Decide with your group how big it is, and what color it is. Begin playing ball in slow motion, and then go around the circle faster and faster.

◇ What shape are you in? Give each child a descriptive word (tall, small, crooked, straight). The game is played somewhat like Statue Tag. Ask children to move around the room while you play music. When the music stops, everyone freezes into the shape and holds it until the music begins again.

◆ Ask each child to draw a picture of an animal and then act it out.



BEST COPY AVAILABLE

Ideas: Jeannine Perez

Art: Debby Dixler

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CINNAMON BUBBLE BREAD

You'll Need:



store-bought bread dough (Look in the frozen section of your grocery.)



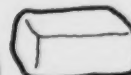
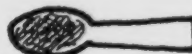
1/4 cup sugar



3/4 cup packed brown sugar



2 tsp. cinnamon



1/3 cup butter, melted



bowls



spoon



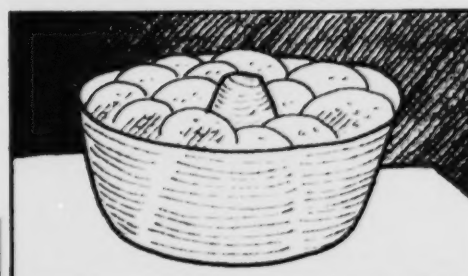
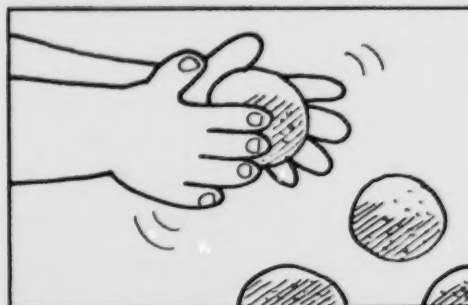
tube or Bundt pan



measuring cup and spoons

What to Do:

1. Together with children, prepare the topping.
Mix the sugars and cinnamon in a medium-sized bowl.
2. Melt the butter and pour it into a separate bowl. Let cool down.
3. Help children roll the dough out into a log shape about 3 1/2 inches wide and cut it into 1 inch pieces.
4. Invite children to help you roll each piece into a ball.
5. Help them dip each bubble ball into melted butter and then roll it in the cinnamon-sugar mixture.
6. Help children place two layers of the bubble balls in a greased 10-inch tube or Bundt pan. Cover the pan with plastic wrap or a damp cloth, and let the dough rise a bit (30 minutes).
7. Bake as directed on the dough package.
The recipe makes one large ring.
8. Serve this bubble bread warm with your children's favorite beverage. Talk about the shape and size of the bubbles.



CACFP Credit=Bread/alternate (Check with your Food Program Sponsor, may fall under the sweet restriction)

BOOK CORNER:

IN THE

- 📖 *Friends* by Kim Lewis (Candlewick)
- 📖 *Herman the Helper* by Robert Kravis (Simon & Schuster)
- 📖 *The Enormous Potato* retold by Aubrey Davis (Kids Can Press)

RESOURCE BOOKS

- 📖 *Together We're Better* by Bev Bos (Turn the Page Press)
- 📖 *Kids Can Cooperate* by Elizabeth Crary (Parenting Press)
- 📖 *Little Hands Playtime! Book* by Regina Curtis (Williamson)

COOPERATIVE DRAMATIC PLAY

Children are always sociable when they are involved in pretend play. As children relate to each other in their chosen "roles," they learn to respond and react to other people's point of view. This is a very important step in learning to cooperate. Children often trade roles and engage in a lot of give and take as they develop plots for the characters they create.

- You can encourage dramatic play by providing dramatic play kits that feature roles that children can explore. Kits should include enough props for AT LEAST two children so that cooperative play can take place. After all, it's more fun to have two fire fighters fighting a fire than one!
- Remember that dramatic play can take place outside in the sandbox or in the trike area as well as inside. Here are some ideas:

- ◆ fire fighter;
- ◇ ambulance driver and hospital personnel;
- ◆ judge, lawyer and jury;
- ◇ ballerinas, belly dancing or hula dancers;
- ◆ police officer with offenders and witnesses;
- ◇ veterinarian, animal patients, and assistant;
- ◆ jeweler and customers;
- ◇ train engineer, crew and travelers;
- ◆ astronauts and creatures from outer space;
- ◇ doctor/nurse and patient;
- ◆ construction crew;
- ◇ house painters;
- ◆ auto mechanics and customers with big wheels

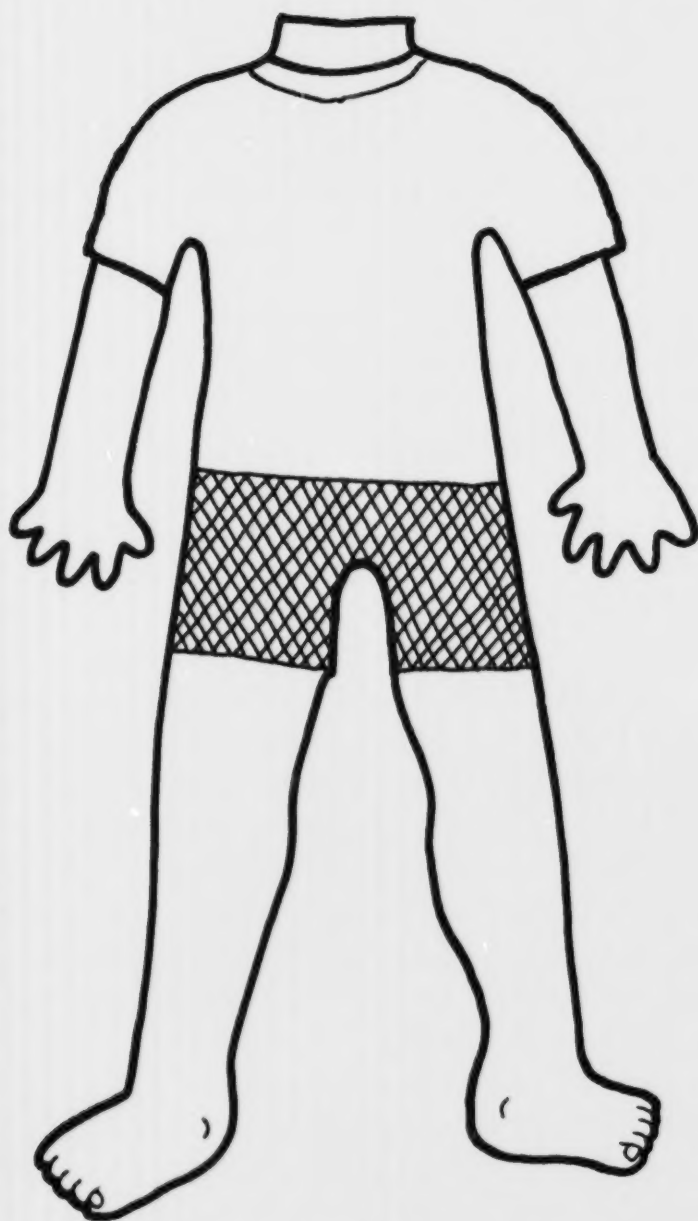


BEST COPY AVAILABLE

Ideas: Susan Entz, Kathy Faggella

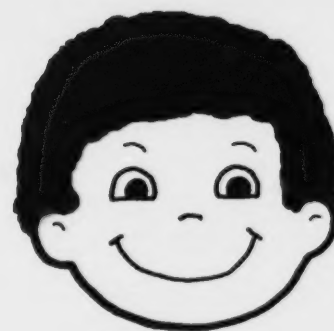
Art: Catherine Minor, Debby Dixler

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rest of body—same skin tone as head, hands, and heels. Draw bathing suit or shorts on felt or paper. Place over silhouette and body parts at end of the story

From *AlphaStories* by Mary Beth Spann Minucci
(First Teacher Press)



head with face



heels

THINKING QUESTIONS

- ▲ Why did the body parts have a meeting?
- ▲ What body parts were at the meeting?
- ▲ Why did the head think she was most important? Heels? Hands? Hips? Heart?
- ▲ Why did the heart say that she needed another heart close sometimes?
- ▲ Who do you like to hug?
- ▲ Which body part do you think is the most important?

BOOK CORNER:

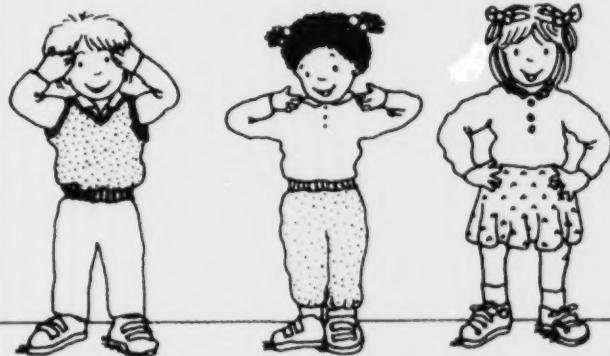
IN THE

- 📖 *My First Body Board Book* by Iris Rosoff (DK Publishing)
- 📖 *My Amazing Body* by Pat Thomas (Barron's)
- 📖 *This Is My Body* by Gina Mayer and Mercer Mayer (Western)
- 📖 *Here Are My Hands* by Bill Martin (Henry Holt)
- 📖 *Where's My Nose?* by Susan Ring (Penguin)

FOLLOW-UP IDEAS

PLAY "SIMON SAYS"

Challenge children to touch these body parts—eyebrows, shins, palms, calves, crowns, knuckles, shoulder blades, spine. Remind the group to only move when the direction starts with the command "Simon Says!"



DEVELOP BODY AWARENESS

- With children, jog in place for twenty seconds and have them observe the change in heart rate.
- Have children take a deep breath and feel how much air they can take in.
- Have them swivel hips and how far they can move.
- Together, make a list of "Things Hands Can Do."



SING AND MOVE

Invite children to exercise with you. As you work out together, teach them this song (Tune: "Here We Go 'Round the Mulberry Bush"):

*This is the way my eyes can move,
Eyes can move,
Eyes can move,
Eyes can move.
This is the way my eyes can move
On a sunny morning.
(Or choose your own ending!)*

Continue together with all parts of the body—arms, legs, fingers, toes, knees, elbows, and so on.

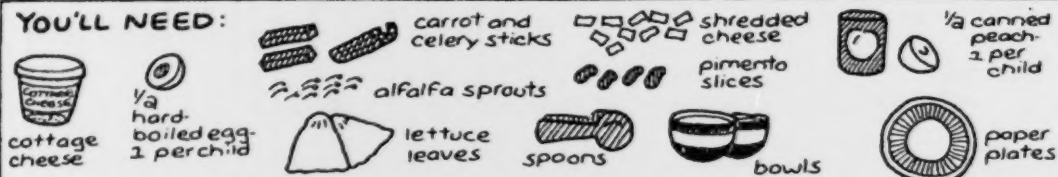
Ideas: Mary Beth Spann Minucci

Art: Debby Dixler, Catherine Minor

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TASTE A THEME: A ME SALAD

YOU'LL NEED:



WHAT TO DO:

1.

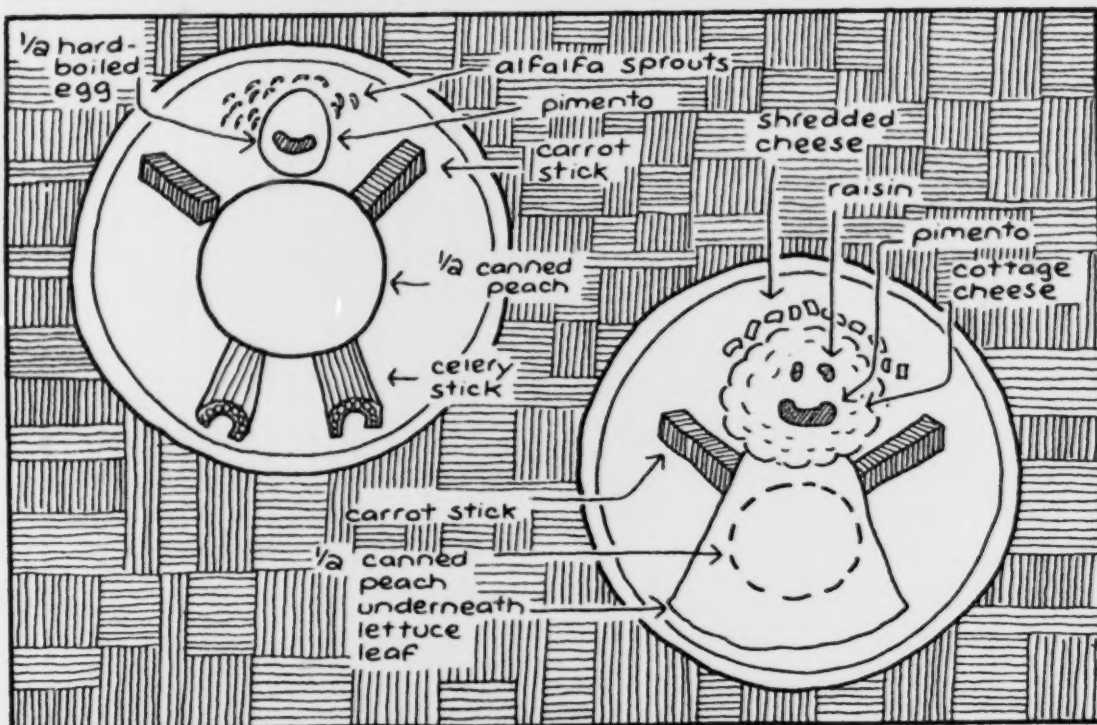
Set out ingredients buffet style.

2.

Talk about what kind of person each child would like to make.

3.

Choose the foods needed to make the people for the "Me Salads."



from *Concept Cookery*
by Kathy Faggella (First Teacher Press)

CACFP Credit=Meat/alternate & Vegetable/fruit

BOOK CORNER:

IN THE

- 📖 *Emily's Busy Day* by Claire Masurel (Penguin)
- 📖 *Frog and Toad Are Friends* by Arnold Lobel (HarperCollins)
- 📖 *Who Will Be My Friends?* by Syd Hoff (HarperCollins)
- 📖 *Clifford Makes a Friend* by Norman Bridwell (Scholastic)

FRIENDSHIP FINGERPLAY

Use finger puppets and let the fingers on one hand talk to the fingers on the other.

I am your friend every day.

I am your friend whenever we play.

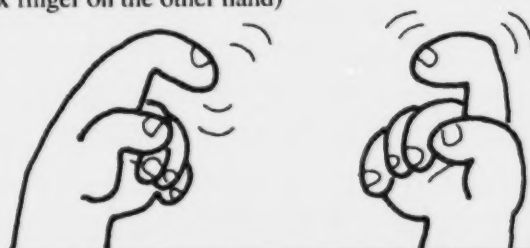
(index finger on one hand)

You are my friend,

I like you too.

We share our toys and have fun too.

(index finger on the other hand)



INFANT CARE:

Games Help Babies Develop Their Senses

*You can play games with older babies--nine to twelve months old—
to help them develop the sense of sight, hearing, and touch.*

SIGHT: Toy Hide 'n Seek

Sit with the baby on the floor near a chair or large pillow. Show the baby a toy. Let her hold it. Take the toy from the baby and tell her that you are going to hide it. While she is watching, place the toy behind the chair or under the pillow. Invite the baby to find the toy. If the baby does not understand, "find" the toy yourself and say: "I found the toy." Hide the toy again and ask her to find it. Play until the baby can easily find the toy.



HEARING: Find the Music

Hide a music box, tape recorder or musical toy somewhere in the room. Play the music. Invite the baby to help you find the music. Crawl around the room with the baby. Stop from time to time asking: "Is the music here?" Look and say, "No, it's not here." Keep looking. The third or fourth time, find the music. Hide the music again in the same place and play the game over again. Repeat until the baby is the one to find it. Another time, hide the music in a new place.



TOUCH: What Do You Feel?

Put several objects with different textures in a large metal cooking pot. You might put in: scraps of satin, velvet, sandpaper; two-sided sticky tape; bubble wrap; a smooth pebble; a rough rock; and so on. Take one item out of the pot and let the baby feel it with his fingers. Place it next to his cheek. Tell him how it feels. "This pebble feels smooth." Give it to the baby and invite him to put it back in the pot. Repeat with other objects, naming them and then showing and telling the baby how each one feels.



Ideas: Susan Root, Jeannine Perez

Art: Debby Dixler, Catherine Minor

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LEARNING STYLES

Victor (visual/sight)

looks around;
examines structure



Likes
descriptions;
imagines scenes.

Quiet; does not talk at length;
uses words such as SEE, LOOK.

Remembers faces;
forgets names; writes
things down; takes notes

Neat; likes order;
may choose not to
change appearance.

Alice (auditory/ hearing)

Remembers names,
forgets faces;
remembers names
by repeating things



Enjoys listening but cannot wait to
talk; uses words like LISTEN, HEAR

Enjoys dialogue; moves lips

Talks about situations:
pros and cons; what to do

Matching clothes
not so important;
can explain choice
of clothes

Kathy (very strong sense of touch/tactile)

Prefers stories with action

Remembers best what was done, not what
was seen or talked about

Neat, but soon becomes
wrinkled through activity



Gestures
when
speaking,
does not
listen well,
uses
words
such as
GET, TAKE

Tries things
out, touches,
feels things



PLANS FOR SEPTEMBER



Activity	Week of September 2	Week of September 9	Week of September 16	Week of September 23
Circle Time				
Free Choice				
Learning Centers				
Creative Art Activity				
After-Schoolers				
Prep Work				



XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXMIXED ADC 530
KAREN SMITH
ERIC/EECE UNIV OF IL
51 GREY DR
CHAMPAIGN IL 61820



For People Who Care for Young Children

IMPORTANT LEARNING WHEN YOU COOK WITH KIDS

Children learn so much when they cook. Did you know...

Cooking is SCIENCE when a child picks up an apple and wonders how it got to be that size, and then predicts what will happen to it as it is made into apple sauce. Cooking helps children to:

- ◇ understand the growth process—where foods come from, when they are available, and the different parts of plants we use as food.

- ◆ understand how our bodies use food and the effects different foods have on us.

- ◇ understand how food is changed when we add heat or cold.

- ◆ understand that single ingredients can be combined to make an entirely different product, such as eggs, flour, sugar, and milk combining to make a cake; yet the cake can never again be broken down into its ingredients.

- ◇ understand better the principles of Science and experimentation. If mistakes are made, children can see how they happened and could have been avoided.

Cooking is MATH when a child looks at the apple, cuts it

into six parts, calls each a "wedge," and cooks the pieces for ten minutes to make apple sauce. Cooking experiences help children to:

- ◇ count money to buy ingredients.

- ◇ decide on amounts of ingredients, practicing skills such as measuring, weighing, counting, sorting, and estimating.

- ◇ keep time with a clock or timer.

- ◆ deal with parts of wholes or fractional parts, when dishing out final results equally.

- ◇ experience one-to-one correspondence, when cooking three pancakes for three children.

- ◆ recognize shapes in different foods.

- ◇ use graphs to chart what foods children like or dislike.

Cooking is SOCIAL STUDIES when a child

learns that apples were shipped by truck from the Pacific Northwest to the local store, so that he could make apple strudel like his German grandma, and then share it with the others in the group.

Children's experiences in cooking help them to:

- ◆ learn how to work cooperatively on a cooking project.

- ◇ appreciate and value the role of family members in providing their food.

- ◆ learn to prepare foods from other countries, as well as foods from their own ethnic backgrounds.

- ◇ learn to share the final cooked meals or snacks with others.

- ◆ understand where and how foods are grown and transported for them to use.

- ◇ learn about their community when buying foods.

THIS MONTH IN EVERDAY TLC:

- Art in Autumn
- Fall Books and Activities
- Learning about the Weather
- Language Development
- Halloween Costumes

NO LEARN-
AT-HOME-
TRAINING
THIS MONTH



BOOKS TO READ

FALL FUN

- 📖 *The Autumn Equinox: Celebrating the Harvest* by Ellen B. Jackson (Millbrook Press)
- 📖 *Crafts to Make in the Fall* by Kathy Ross (Millbrook Press)

BUILDING VOCABULARY

- 📖 *Benjamin's First Word Book* by Anne Leblanc (Sterling)
- 📖 *Spot's Favorite Words* by Eric Hill (Putnam)
- 📖 *In a People House* by Theodore LeSieg, Dr. Seuss (Random House)
- 📖 *Crash! Bang! Boom!: A Book of Sounds* by Peter Spier (Doubleday)

WEATHER

- 📖 *Kipper's Book of Weather* by Mick Inkpen (Red Wagon)
- 📖 *Cloudy with Chance of Meatballs* by Judi Barrett (Scott Foresman)
- 📖 *Flash, Crack, Rumble and Roll* by Frederick Branley (HarperCollins)

HALLOWEEN

- 📖 *Corduroy's Trick or Treat* by Don Freeman (Viking)
- 📖 *Angelina's Halloween* by Katherine Holabird (Pleasant Co.)
- 📖 *Happy Halloween Biscuit* by Alyssa Satin Capucilli (HarperFestival)
- 📖 *Sheep Trick or Treat* by Nancy Shaw (Houghton Mifflin)

HALLOWEEN COSTUMES

Halloween is a time for festive fun, but with the rising costs of costumes, and tons of kids wanting to be the same thing, it takes away from the originality and creativity that can be used to make the experience really *spook-tacular*. There are many costumes that can be made simply and easily and your child won't look like everybody else on your block. Use these suggestions to get started making creative costumes.

▲ Start with pre-made items such as sweat shirts or sweat suits and build on a theme. An orange sweat suit can become a Jack-o-lantern with a few quick appliques made from black electrical tape or construction paper.

▲ Sports uniforms, dance outfits, and other clothes can make unique costumes.

▲ Remember to check out places such as garage sales and thrift shops. You can find scarves, hats, old costume jewelry, and even outfits, sometimes for less than a dollar. These can go into a dress-up box after Halloween.

▲ Try using these everyday materials to make costumes: dryer vent hose, painters' masks, recycled gloves, mittens, garden gloves, caps, hard hats, bicycle helmets, gallon bleach bottles, funnels, colanders, fabric and trim scraps.

▲ Keep it safe!

● Check the length of pants,

skirts and capes. Make sure they are short enough to prevent your child from tripping.

- Consider using make-up instead of masks, which may make it hard for your child to see. Attach hats so they do not fall down over the eyes.
- Choose light colors for costumes and decorate with reflective tape. These will make your child more visible at night.

Boxes and paint can be used to make great costumes. Close the box and cut out head room and leg room. Depending on how your child wants to wear it, you can either cut out arm holes, or attach straps to go over his shoulders. Let your child use paints to create a design. Two children can get together and be a pair of dice; your child can be a wrapped present, a car, a computer screen, a haunted house, a coffin, or anything else that will match the box shape. Boxes are perfect for robots, dominos, or food items. Your child can be a box of candy or take-out pizza.





For People Who Care for Young Children

FALL WALKS LEAD TO ART

This fall, start with some walks and turn your natural finds into art projects.

FALL SCAVENGER HUNT

Help children use their senses to enjoy the sights, smells, sounds, and feel of the fall season when you take them on a fall scavenger hunt for fun and learning!

You'll Need: a paper bag for each child

What to Do:

1. Ask children to look out the window. Ask them what they see. Point out the trees, the leaves blowing, the squirrels, and so on.
2. Invite children to go outside with you and look for fall things together.
3. Once outside, stand quietly for a minute and see what interests your children.
4. Try to follow their lead. If they pick up a leaf, ask them to help you find the tree that sent this leaf down to the ground.
5. Look for acorns that the squirrels are collecting for winter.
6. Encourage children to collect leaves of different colors and sizes as well as acorns.



ART PROJECTS FOR TODDLERS AND TWOS

NATURE COLLAGE

You'll Need: clear contact paper
○ tape ● scissors (ADULT USE ONLY) ○ collected nature finds (leaves, seeds, small flowers, grasses, and so on)

What to Do:

1. Bring out your collection of nature finds from walks you have taken together.
2. Invite children to choose small objects that can be used to make a nature collage. Name each item and talk about where it was found.
3. Cut a large square of clear contact paper and tape it sticky side up to a tabletop.
4. Encourage children to randomly place the nature finds on the paper. They will be fascinated by touching the sticky surface and pressing things onto it.

6. You can cover the nature collage with another piece of clear contact paper and then display the work of art on a table or wall.

FALL PLAY DOUGH CENTERPIECES

You'll Need: small paper plate
○ play dough ● fall leaves
○ twigs ● acorns ○ pebbles

What to Do:

1. Back inside after a fall walk, give children large balls of play dough on paper plates.
2. Encourage them to stick the fall items into the play dough.
3. Let the centerpieces dry overnight.
4. Display these beautiful centerpieces on tables. Then send them home with their proud creators.



LEAF ART FOR PRESCHOOLERS



FALL LEAF MATS

This fall craft is one that has been handed down from one generation to the next. Children will be amazed as the beauty of the season is captured and saved.

You'll Need: assorted colorful leaves ♦ scissors (ADULT USE ONLY) ♦ waxed paper ♦ newspapers ♦ iron (ADULT USE ONLY)

What to Do:

1. Take a walk with children and collect some colorful fall leaves.
2. Cut 2 sheets of waxed paper about 9 to 10 inches long. Place one sheet on a folded newspaper.
3. Let children arrange the leaves on the waxed paper. Trim the stems with scissors, if thick.
4. Cover with a second sheet of waxed paper.
5. Place another sheet of newspaper on top.
6. Press over the newspaper with a warm iron, sealing the leaves between the sheets. Check for a good seal and press again, if needed.
7. The leaf sheet can be used as a place mat or hung in a window.

LEAF FOIL PRINTS

You'll Need: heavy duty aluminum foil

♦ leaves ♦ colored cardboard or construction paper
♦ scissors ♦ glue ♦ tape

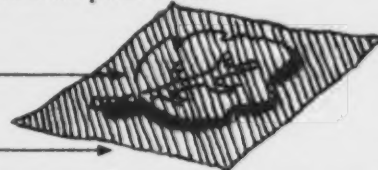
What to Do:

1. Cut a piece of foil into a square or rectangle approximately 1 inch larger than the leaf.
2. Invite children to place the leaf under the foil.
3. Tape around the foil to hold it in place.
4. Show children how they can use their fingers to press and rub the foil until the print of the leaf appears.
5. Ask each child if she would like to display the leaf print. To mount, help her glue the foil print to a piece of cardboard or construction paper cut slightly larger than the piece of foil.

aluminum foil

leaf

underneath foil

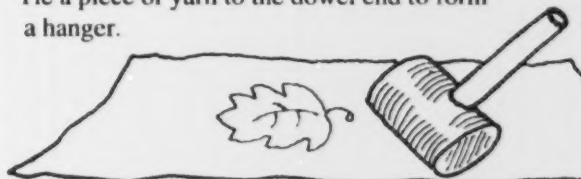


LEAF BANNER

You'll Need: fall leaves (not too dry) of various colors ♦ hard surface ♦ wooden mallet or block ♦ piece of white muslin (at least 10 x 10 inches) ♦ small dowel stick (12 inches long) ♦ yarn ♦ tape or stapler

What to Do:

1. Place leaves on the hard surface and let children cover them with the muslin.
2. Ask them to pound the leaves with the block or mallet until the leaf color shows on the muslin.
3. Repeat Step #2 using different-colored leaves.
4. Tape or staple the printed fabric to a dowel. Tie a piece of yarn to the dowel end to form a hanger.



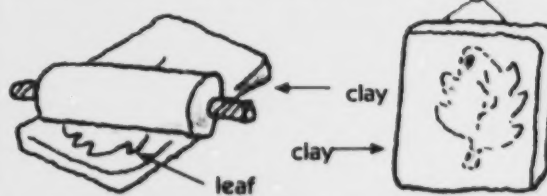
LEAF TILES

You'll Need: rolling pin ♦ water-based clay

♦ leaves ♦ waxed paper or acetate ♦ plastic knife

What to Do:

1. Show children how to use the rolling pin to roll clay to about 1/2-inch thickness.
2. Invite them to place a deeply veined leaf on the clay and cover with acetate or waxed paper.
3. Encourage children to roll over the paper so that the leaf prints into the clay.
4. Using a plastic knife, help them trim the edges of the clay to make a square or rectangle. Let dry.
5. Decide with each child how his tile will be used.





For People Who Care for Young Children

CELEBRATE FALL WITH BOOKS!

Even if you live in an area where leaves don't change colors and the weather doesn't turn brisk, children's books will help your children experience this special time of year. Pair them with activities for lots of fun and learning.

📖 *It's Fall* by Jimmy Pickering (Tallfellow Press) The colors and changes of autumn make for fun and excitement! Two friends, Sally (who romps) and Sam (who barks) frolic through a festival of apple harvests, hayrides, and Halloween.

ACTIVITY: Sing and Move

1. Sing and teach children the words to this fall song (Tune: "Twinkle, Twinkle Little Star"):

*Autumn leaves are falling
down
Whirling, twirling to the
ground.
Yellow, orange, red and
brown,
See them falling all around.
Autumn leaves are falling
down,
Twirling, whirling to the
ground.*

2. Tell children to whirl and twirl like a leaf. Encourage children to fall to the ground.

3. At another time, give children real or paper leaves that match the colors in the song. Let them point to the leaves as you sing.

📖 *Clifford's First Autumn* by Norman Bridwell (Econo-clad) Clifford, the famous red puppy leaps into autumn when he experiences the changing of the seasons for the first time, and he joyfully sniffs the falling leaves and enjoys the wonderful colors.

ACTIVITY:

Fall Color Match Walk

There is nothing like a walk in the crisp, cool fall air to wake up your senses to the sights, smells, sounds, and feel of the season.

You'll Need: leaves of different colors

What to Do:

1. Invite children to go on a walk and look for things that are the same as the color of fall leaves.
2. Give children each one leaf at a time and challenge them to try to find another object outside with the same color as the leaf.
3. Ask questions such as:
"What colors were the leaves?"
"Which leaf was your favorite?"
"What was the easiest color to find? What was the hardest?"
4. After they find several objects of one color, give children a new leaf in a different color and repeat the activity.
5. Back inside, let children find objects that are the same colors as fall leaves.

📖 *It's Fall! I Love It!* by Elaine Good (Good Books)
A young child enjoys the sights, colors, tastes, and smells as fall comes to the family farm.

ACTIVITY:

Fall Guessing Game

You'll Need: two brown paper lunch bags ♦ two each of an assortment of nature treasures, such as leaves, rocks, twigs, acorns, pine cones, shells

What to Do:

1. Place the same natural objects into each paper bag.
2. Offer one bag to a child.
3. Peek into your bag. Describe one of the treasures you see there. Talk about its size, shape and color, texture, and smell, but do not name it. ("I see something small, round, and brown.")
4. Challenge the child to look in her bag and to pull out the treasure you are describing.
5. If she guessed correctly, pull the item from your bag, name it, and set it aside. (If not, have her keep trying until she finds the correct item.)
6. Then ask her to peek into her bag and describe one of her remaining items for another child to guess. Pass that child your bag.
7. Continue playing until all of the items have been identified and matched. Begin again with two new bags of items.

📖 *The Seasons of Arnold's Apple Tree* by Gail Gibbons (Voyager Books) In a fun book that teaches about the changing seasons, Arnold enjoys the pleasures of his apple tree: its buds and blossoms in the spring, its sheltering boughs in summer, the tasty apples in the fall, and, in winter, the bare branches hold strings of popcorn and berries for the birds.

ACTIVITY: Adopt a Tree

You'll Need: tree ○ ribbon or yarn ● camera

What to Do:

1. Tell children you are taking them on a walk to find a special tree. Let them look at all kinds of trees until they find one they especially like. (Encourage children to select one that will change with the seasons or pick two trees, one that is evergreen and one that is not.)
2. Tie the ribbon or yarn on the tree and tell children that this will be their special tree and that you will visit it many times together.
3. Challenge children to use all of their senses as they discover everything they can about the tree. Encourage them to feel the tree, smell it, listen to the rustling of its leaves, and so on.
4. If possible, take a picture of children and their tree. Do this several different times during the year. Make a bulletin board with photos, leaves, bark rubbings, interesting twigs, and so on.
5. Encourage children to give the tree a hug good-bye and to tell the tree they will come back to visit it another time.



📖 *Red Leaf, Yellow Leaf* by Lois Ehlert (Harcourt) A simple story that celebrates a child's pleasure in a sugar maple—its pre-purchase history, its changing appearance during the year, planting, and growth. There are excellent notes on the tree's parts as well as clear instructions for planting and caring for it. In her handsome collages, Ehlert blends bold graphics, vibrant colors, and precise details on such things as maple flowers and roots.

ACTIVITY: Leaf Creatures

Take a walk and collect some maple leaves if possible. If not, any leaves with interesting shapes will do.



You'll Need: a few fall leaves ○ glue ● crayons or markers ○ paper

What to Do:

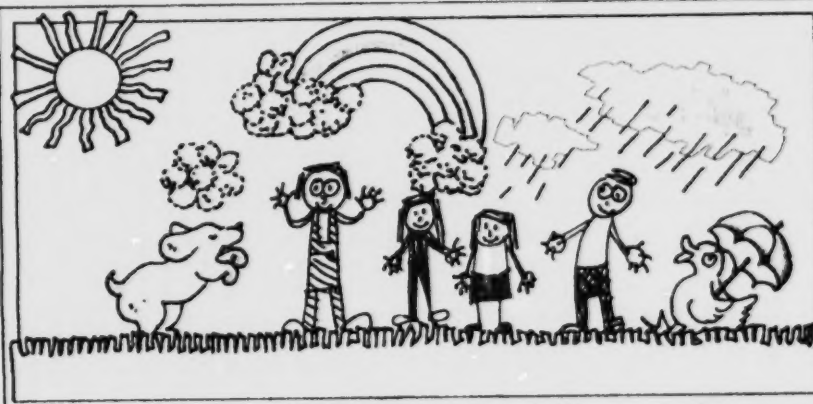
1. Challenge each child to make a leaf into an animal, a person, or a make-believe creature.
2. Encourage children to glue a leaf onto paper and add features such as legs, faces, and hair with crayons or markers.
3. Invite children to add background scenery also.
4. Help children dictate or write a story about the leaf creature and its adventures: Where is it going? What will it do?



For People Who Care for Young Children

CHANGING WEATHER

Use the ever-changing panorama of the sky to help children learn about nature. Fall is an excellent time to start your study of the weather as, no matter where you live, the weather is changeable at this time of year. We will concentrate on sun, clouds, and rain, since these weather variables are experienced in all geographic areas, but you can include whatever weather conditions occur in your area.



WEATHER BULLETIN BOARD

Start by helping children create a bulletin board that can change in response to the weather outside. If possible, set up this bulletin board learning center close to a window, where children can observe and describe how the sky actually looks.

● **Background** Help children create a soft blue-sky background for the bulletin board by covering white paper with a thin blue watercolor wash. The white streaks look like one kind of cloud. Tell children that these light, wispy, white clouds, high in the sky, are called cirrus clouds.

○ **Border** Make the bottom border out of green paper fringed to look like grass. Make the other three sides of the border with simple light blue or white paper to frame the sky itself.

● **On the Bulletin Board** This bulletin board can be created over time as children observe the changing sky and weather patterns. Start with clouds and then add rain, snow, and rainbows as they occur or you discuss them.

● Help children make a big, yellow sun to put in the "sunny" corner of the board. Paint a yellow or orange circle or ball and add ribbons or yarn for rays.

● Help children make cumulus clouds. These are lower in the sky, and are the white, fluffy, rounded clouds that are so much fun to watch on summer days. Let children paste cotton balls on construction paper shapes to make these clouds. The shapes can resemble animals or objects—cloud creatures. Tape their clouds on the bulletin board.

● Have one section of the board show an approaching rain shower.

Help children create layered stratus clouds by rubbing the flat side of gray chalk on the sky. Position these clouds low in the sky. To show that these clouds are bringing rain, draw streaks with black chalk in the clouds, and let children smear the streaks with their fingers.

● Paint rainbows that have soft edges by dampening paper with a sponge and then painting layers of watercolors, wet on wet. Sprinkle the wet paint with salt to add even more softness. Tape these on the bulletin board.

○ Help children make self-portraits to cut out and place in the "grass" on the bulletin board. Give them old magazines to cut out animals. Put some animals playing in the sun and others with umbrellas walking in the rain. Add a few puddles for ducks and frogs to enjoy.



ACTIVITIES AND WEATHER



ART

◇ **Foggy Pictures** Talk about the fuzziness of fog, and tell children that fog is really a cloud that is hugging the ground. Paint fog pictures. Give children large sheets of paper and watercolors. Talk about the colors that can be seen in a fog. Are they bright or soft? Show children how to mute or gray bright colors by adding the complimentary color; a little red can be added to green, orange to blue, or purple to yellow to gray the colors. Experiment with making "foggy" pictures by drawing or painting landscapes in grayed tones, making soft edges on objects, and by brushing over the picture with a very thin wash of blue or white tempera mixed with water. Try also painting "wet on wet," for soft blurred edges: dampen the drawing paper with a wet sponge, and plop on water colors with a brush. The colors will merge and blend with fuzzy edges.

◆ **The Sky Is Blue** Take watercolor paints and heavy white paper outside and try to mix the paints or match the sky you see that day. Children will be amazed at how many different "blues" can be found.

You could also look at the cloud shapes and sky colors painted by famous artists, and wonder how they mixed their colors.

Collect paint swatches at a paint or hardware store, and bring them outside. Challenge children to match the colors of the sky with the paint samples.

DRAMATIC PLAY/ CREATIVE MOVEMENT

◇ On a day when the noise and energy levels are high (perhaps, too high), choose a book or story about clouds or fog, and put children in a listening mood. Let them quietly tiptoe around the room, walking through fog or on a cloud. Ask them to sit back down, landing softly as a cloud might drop.

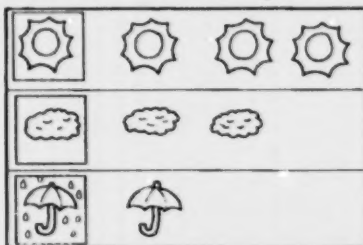
◆ Act out a rainy day with children. Use a small drum or pan and spoon to create the patter of the raindrops and the thunder. Let children pretend to be raindrops, thunder, and lightning.



MATH

Keep a record of the weather conditions over a period of time and create a pictograph at the same time. Divide a large piece of cardboard into three horizontal sections. At the left, draw or paste a picture of a sun, clouds, and an umbrella in each of the three sections. Each day, decide on the weather with children and add a copy of the symbol to that row. Each week, help children focus of the information on the pictograph with questions such as: "Was it rainy or sunny more days this week?"

"Cloudy or rainy?" Encourage children to answer the questions first by just looking at the pictograph. Then have them count the symbols in each row to confirm their answers. You can do weekly charts and compare them or keep one chart over a number of weeks with a group who have worked on number skills.



LANGUAGE DEVELOPMENT

◇ Read books about clouds such as *The Cloud Book* by Tomie DePaola (Holiday House), *Dreams* by Peter Spier (Doubleday), and *Sky Dragon* by Ron Wegen (Greenwillow). Then help children make their own booklets about the cloud shapes seen in the sky or in books. You could call the cloud creatures, "cloud walkers." Let children make up stories about the adventures of the creatures and illustrate them with cloud creatures of cotton batting and storm creatures of gray dryer lint. Give children a variety of materials to use and encourage them to be creative in their stories and drawings. String a clothesline across one corner of the reading area, and hang the books on the line.

◆ Make it a point to check the sky color whenever you go outside with children, and talk about the differences in sky color and cloud shapes you see throughout the year. Make a chart and help children supply adjectives to describe the color of the sky and the shape and color of the clouds each day. *What differences do you see in fall and winter skies?*



For People Who Care for Young Children

A World of Words

When children are first learning to talk, their vocabularies grow very quickly. How can we, as children's first teachers, help them learn new words? One way is by playing games that encourage children to describe what they are doing. The games that follow can be used with children of different ages; each is labeled according to the youngest age the child would be able to play it. (Of course, the ages are only a guide. Every child is different.) Some of the games are just as much fun for older children. Depending on the stage of development they are in, children can learn different things from the same experience.

● **One and one half year olds:** "Follow me motions." The child learns the parts of the body and to follow instructions. The leader (an older child or adult) gives the direction to make a particular motion (clapping hands, rubbing stomach, shaking an arm) until all the others playing are doing the same thing. Then he changes to a different motion.

● **Two and one half year olds:**

One of the best vocabulary building activities for children this age isn't a game at all, it's *Richard Scarry's Best Word Book Ever*. (Golden Press). There is a situation on each page: the grocery store, farm, zoo, mealtime...with objects relating to that situation pictured. There are over 1400 objects (and people) pictured with their names printed below. Each set of pages is complete in itself, and you'll be surprised at the discussions the stories spark.

● **Three year olds:**

▲ The "Secret Bag" is a game that takes a little preparation. Before playing, collect some different-shaped and textured household items. These items might include a hairbrush, sandpaper, a cotton ball, paper cup, apple, or a small toy. Put one set of objects on the table and the other set in a paper bag. Have the child pick one object on the table and then, without looking, find the same object in the bag. Encourage the child to talk about the textures and shapes she is feeling.

▲ Preschool children learn words for colors in the "Color Mix." Using very watered-down poster paints or food coloring in water, mix up small cups of red, yellow, and blue. Any type of paper can be used to "draw" on, including newsprint or paper towels. Have the child use a spoon or an eye dropper (The kind that comes in baby vitamins works well.) to mix small amounts of the paints on the paper. Encourage children to talk about the colors that result from their mixing.

○ **Four year olds:**

△ A four year old's vocabulary is really quite large, but some words that she may have problems with are those that label emotions. Happy, sad, frightened, and angry are some of the first emotions that children recognize. Cut out a circle from cardboard, and draw a simple happy face on the other. Glue the faces to a Popsicle stick. Use the "puppet" when reading a story. Ask the child to name the story character's feelings by holding up the proper face on the puppet at certain points in the story.

△ A related activity might be to have a child make "collages" out of magazine pictures, each collage with a theme illustrating a particular emotion.



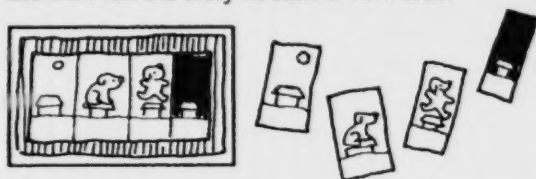
PLAYING WITH WORDS

SEQUENCE STORIES

Sequence stories help children with thinking skills they will need in school, especially for reading.

What to Do:

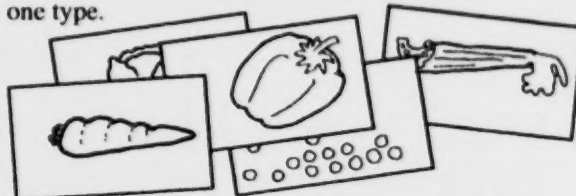
1. Mount comics on cardboard. Cover with clear contact paper.
2. Cut comics into individual frames.
3. Let children try to put the pieces in proper sequence and then tell the story in their own words.



VEGETABLE SOUP

This activity encourages better listening skills. It makes children focus on what is being said.

Make simple drawings of many vegetables on 3"x 5" cards. Make sure you include at least three of one type.



Seat children in a circle. Give each a card. One child is "It" and stands in the center. "It" can call a vegetable, such as "potato." The children with cards that have a potato on them must exchange seats. "It" tries to take a "potato's" seat. If she gets there first, "It" gets the potato card, and the child who does not have a seat becomes "It."

Every once in a while, "It" can say "Vegetable Soup." Then, everyone exchanges seats.

"HIDE 'N SEEK" STORY

This is a variation of the sequence story.

Hide each section of the story around the room. As they find the pictures, children try to put them in the proper order.

STOP SIGN GAME

This activity encourages children to listen for details.

Make little stop signs from red construction paper. They should be eight-sided and have the word "stop" written in white. Mount each with tape to a popsicle stick. Each child gets one.

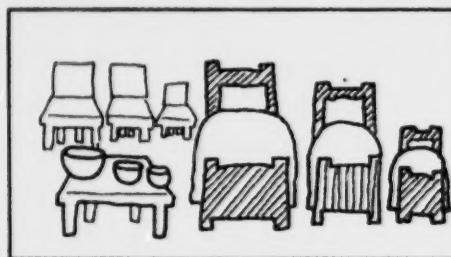
Now play a category game. For example, the category may be things that live in water. Say to children, "Put your stop sign up when you hear something that doesn't live in the water." Say, "Fish, clam, sea horse, octopus, chicken..."



PREPOSITION POSTER

This activity makes a nice interactive bulletin board.

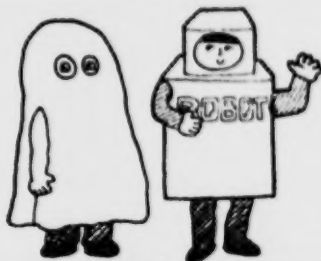
Read a story such as, "Goldilocks and the Three Bears." Place a large drawing or cutout of the bears' house on the board—with bowls, chairs, and beds. Now, draw and cut out figures of Goldilocks and each bear. Have children help as much as possible. Give children directions: "Put Goldilocks on the biggest chair," or "Put Baby Bear under Mama Bear's bed." Children can give directions to other children next.



MYSTERY PICTURE

This activity helps children draw conclusions based on details and make inferences from pictures.

Mount good-sized pictures on cardboard and slip into a manila envelope. Pull one picture out slightly. Have a child guess what that picture might be from just a little part showing. Encourage the child to describe what he sees.



For People Who Care for Young Children

Getting Ready for Halloween

Halloween is a time for festive fun, but with the rising costs of costumes, and tons of kids wanting to be the same thing, it takes away from the originality and creativity that can be used to make the experience really spook-tacular. There are many costumes that can be made simply and easily and the children in your program won't look like everybody else on their block. Let after-schoolers and parents help create some special outfits for your little ones. Use these suggestions to get started making creative costumes.

▲ Start with pre-made items such as sweat shirts or sweat suits and build on a theme. An orange sweat suit can become a Jack-o-lantern with a few quick appliques made from black electrical tape or construction paper.

▲ Sports uniforms, dance outfits, and other clothes can make unique costumes.

▲ Remember to check out places such as garage sales and thrift shops. You can find scarves, hats, old costume jewelry, and even outfits, sometimes for less than a dollar. These can go into your dress-up box after Halloween.

▲ Try using these everyday materials to make costumes: dryer vent hose, painters' masks, recycled gloves, mittens, garden gloves, caps, hard hats, bicycle helmets, gallon bleach bottles, funnels, colanders, fabric and trim scraps.

▲ Keep it safe!

◆ Check the length of pants, skirts and capes. Make sure they are short enough to prevent children from tripping.

◆ Consider using make-up instead of masks, which may restrict vision. Secure hats so they do not fall down over the eyes.

◆ Choose light colors for costumes and decorate with reflective tape. These will make the child more visible at night.

EASY TODDLER BUNNIES

With a little help from you, young children can pretend to be a fluffy bunnies!

You'll Need: hypo-allergenic face paint or make-up
◆ powder puff ◆ safety pin ◆ mirror ◆ sweatband
◆ pink construction paper ◆ stapler

What to Do:

1. Put a dot of red or pink face paint on the child's nose, and let him practice twitching his nose in front of a mirror.
2. A powder puff can be safely pinned to the back of his clothing for the tail.
3. Make a bunny hat by taping or stapling construction paper ears to a small sweatband.
4. Invite your little bunnies to sing this song with you (Tune: "My Bonnie Lies Over the Ocean")

Some rabbits have bright shiny noses.

I'm telling you now as a friend.

The reason their noses are shiny.

*Their powder puff's
on the wrong end.*

Wrong end, wrong end,

*Their powder puff's
on the wrong end,*

Wrong end,

Wrong end,

*Their powder puff's
on the wrong end.*

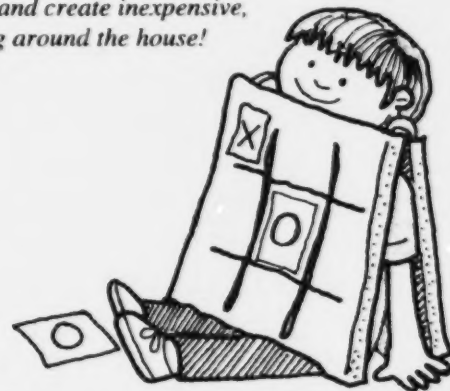


COSTUMES FROM ODDS N' ENDS

Take your recycling to a whole new level and create inexpensive, fun costumes from stuff you have lying around the house!

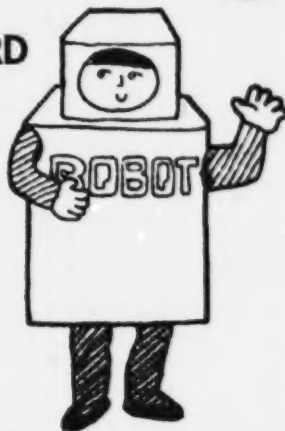
FOAM

If you have an old foam couch cushion or a large piece of foam, the possibilities are really endless. You can paint or color the foam for just about any purpose, or use it as padding in a costume. Use foam to make french fries or bread for a sandwich costume.



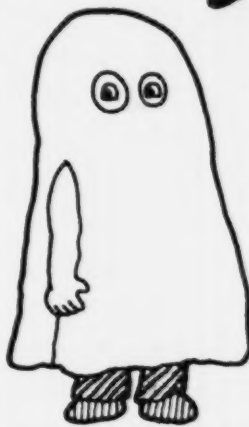
Tic-Tac-Toe: This is not only a costume, but also a real game. The board is foam and the game field is black electrical tape. The game pieces are cut from foam and painted black. They are attached by hook-and-loop tape so that they can be attached and reattached easily. Make the costume two-sided so that two children can play on the front and two on the back!

CARDBOARD BOXES



Boxes and paint can be used to make great costumes. Close the box and cut out head room and leg room. Depending on how the child wants to wear it, you can either cut out arm holes, or attach straps to go over his shoulders. Let children use paints to create a design. Two children can get together and be a pair of dice; one child can be a wrapped present, a car, a computer screen, a haunted house, a coffin, or anything else that will match the box shape. Boxes are perfect for robots, dominos, or a food items. A child can be a box of candy or take out pizza.

SHEETS



Ghost: Of course you can make a traditional ghost costume.



Mummy: Tear an old sheet into 2 inch-wide strips. Soak the strips in weak tea to discolor them (for that "old mummy look"). Have "the mummy-to-be" wear tight-fitting, but warm white clothing. Wrap the strips around the legs, arms, etc. You can secure the fabric strips with masking tape or safety pins. (Do NOT put this costume on a younger child.) You could also try wrapping the child in toilet paper, but it won't last long! OR if you have lots of gauze, use that instead.

ANIMAL COSTUMES

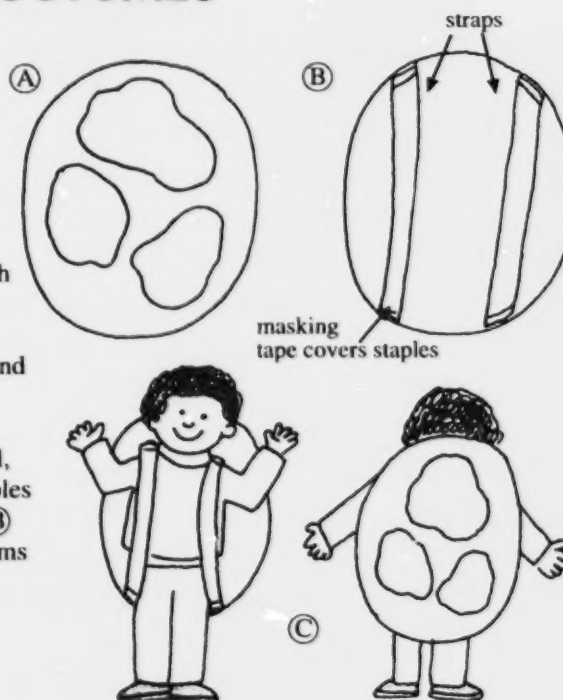
TURTLE

You'll Need: old green sweat suit (hooded is optional)

▲ 2 pieces green or light brown posterboard ▲ scissors
▲ thick markers ▲ stapler ▲ masking tape

What to Do:

1. Cut one piece of the posterboard into a large oval shell.
2. Draw large wobbly circles on shell. Go over outline with markers. (A)
3. Cut two long, fairly thick strips (between one and two inches depending on the size of the child) from the second piece of posterboard the full length of the board. (These strips will be used for the straps.)
4. Staple these strips to the top of the back side of the shell, then run over child's shoulders as straps. (Cover all staples with masking tape for safety.) Staple straps in place. (B) Leave enough room for "give" so child can move his arms without tearing or breaking the straps. (C)



SHEEP

You'll Need: old gray sweat suit with a hood ▲ cotton balls or batting ▲ double-sided tape ▲ white felt ▲ safety pins

What to Do:

1. Apply double-sided tape at various places across the sweat suit. Then place small pieces of cotton batting or cotton balls on the tape, covering the clothing.
2. Before covering the hood, make the ears from white felt or construction paper and use safety pins to attached to each side.



SPIDER WEB

You'll Need: old black hooded sweat suit ▲ white fabric paint, squeeze bottle ▲ medium-sized fuzzy spider ▲ black plastic headband ▲ hot glue ▲ small plastic spiders

What to Do:

1. With white fabric paint in a squeeze bottle, paint a big spider web on the front and back of the black sweat suit.
2. Paint a few smaller ones on the pants.
3. Tape or staple the fuzzy spider to the plastic headband.
4. With two or three stitches, hand sew small plastic spiders to the webs, don't forget the ones on the legs!



BOOK CORNER:

IN THE

- 📖 *Corduroy's Trick or Treat* by Don Freeman (Viking)
- 📖 *Angelina's Halloween* by Katherine Holabird (Pleasant Co.)
- 📖 *Happy Halloween Biscuit* by Alyssa Satin Capucilli (Harperfestival)
- 📖 *Sheep Trick or Treat* by Nancy Shaw (Houghton Mifflin)

INFANT CARE: A Costume for Babies



SPIDER/BUG

When the baby crawls in this costume, the legs flop up and down on the ground, making it look like a spider crawling across the floor. It's so cute!

You'll Need: black hooded sweat suit ▲ 2 pairs of black socks ▲ 4 pair of black tube socks, nylon or polyester ▲ cotton batting

What to Do:

1. Stuff the tube socks with cotton batting to make the spider's legs. (A)
2. Sew or pin the eight legs to the sides of the black outfit. (B)
3. Have the baby wear one pair of black socks on his hands and one pair on his feet. (C)



BEST COPY AVAILABLE

Ideas: Kathy Faggella

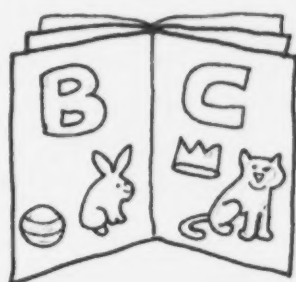
Art: Debby Dixler, Catherine Minor

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MAKING WORDS

BOUND PICTURE DICTIONARY

Make a group book by binding together 13 or 14 large sheets of paper. Fold in half and put one alphabet letter on each page. Children can cut out magazine pictures of people and things and place on the correct page corresponding to beginning sounds.

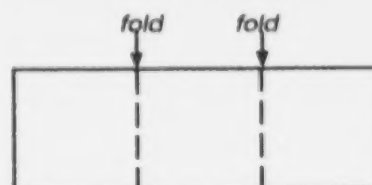


COMPOUND WORD PICTURES

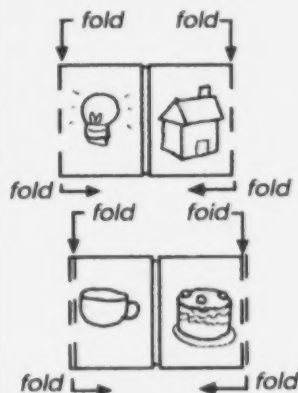
Compound words are fun. For young children, they are composed of words that make it a guessing game.

What to Do:

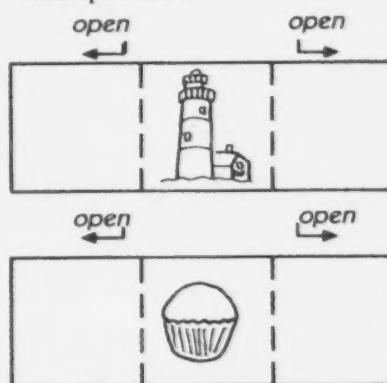
1. Take a piece of paper and fold like this:



2. Close both sides and draw pictures of a compound word.



3. Then open and:



CANNED PICTURES

The fun of this activity seems to be not knowing what will come up next. It encourages children to talk and think.

You'll Need: empty, one-pound coffee can with plastic top ● roll of narrow paper (such as cash register tape) ● magazine pictures

What to Do:

1. Glue pictures on a roll of paper.
2. Roll out tightly. Tape beginning to a pencil.
3. Make a slot in top of coffee can.
4. Stick paper in can.
5. Now, roll out one picture at a time.

Children can identify it and talk about it.

from *First Teacher Magazine* (First Teacher Press)



BOOK CORNER:

IN THE

- ❑ *Benjamin's First Word Book* by Anne Leblanc (Sterling)
- ❑ *Spot's Favorite Words* by Eric Hill (Putnam)
- ❑ *In a People House* by Theodore LaSieg, Dr. Seuss (Random House)
- ❑ *Crash! Bang! Boom!: A Book of Sounds* by Peter Spier (Doubleday)

INFANT CARE: *Talk Things Over with the Baby*



Have you even listened to someone speak and then thought to yourself, "My what a good vocabulary he has." Often, we think of language development in terms of how many different words a person uses. There is, however, another form of language development, which is just as important. It is called receptive language. Receptive language is a person's ability to understand what others are saying. It is their listening vocabulary.

Many people believe that because a baby says very few meaningful words there is no need to carry on conversations with him. They couldn't be more wrong. The baby is developing a

receptive vocabulary while listening to people around him. Infants learn words by hearing them and storing them away for future use.

We need to give a baby as many language experiences as possible. Lots of variety and repetition are needed. What are some of the ways of providing babies with language experiences?

◇ At feeding time, tell the baby what each spoonful of food is.

"Here is some veal. Would you like your bottle? Oh, what a good eater you are." Look directly at the baby and smile as you speak.

◆ Throughout the day, point out things of interest to the baby: a picture or clock on the wall, a light hanging from the ceiling, the refrigerator, or a toy. A game that works well is to hold the baby and say, "Clock," then rush across the room with him, point to the clock, and again, say, "Clock, clock." The baby will love the quick ride and will learn to point to the clock or any other object that you use in this vocabulary game.

◇ Story time is also a key time for language development. Start with animal books so babies can

listen to the sounds the cows, horses, and other animals make as you point to the pictures. This builds listening skills for later story telling.

◆ Simple rhymes and songs such as "Patty Cake, Patty Cake" are a good way to help the baby's and toddler's listening skills.

Although the baby is not going to understand most of the words for a long time to come, he can associate the words with the clapping of hands and bouncy rhythms. Don't worry if you can't sing on key. The baby will love it anyway and soon will join you with "la, las" and "aahhs," that blend happily with your voice.

◇ As you push a baby in a stroller, point out and talk about traffic signs, lawn mowers, cars, trucks, trees, birds, dogs, and cats. When the child goes past the same landmarks often, he becomes familiar with objects and recognizes their names.

Lastly, when the baby babbles to you, talk back. If you imitate the baby, he will quickly learn to imitate you. Just be certain your babbling is only a small part of your daily conversations with the baby.

Ideas: Kathy Faggella, Beth Schapira, Dr. Sally Bing

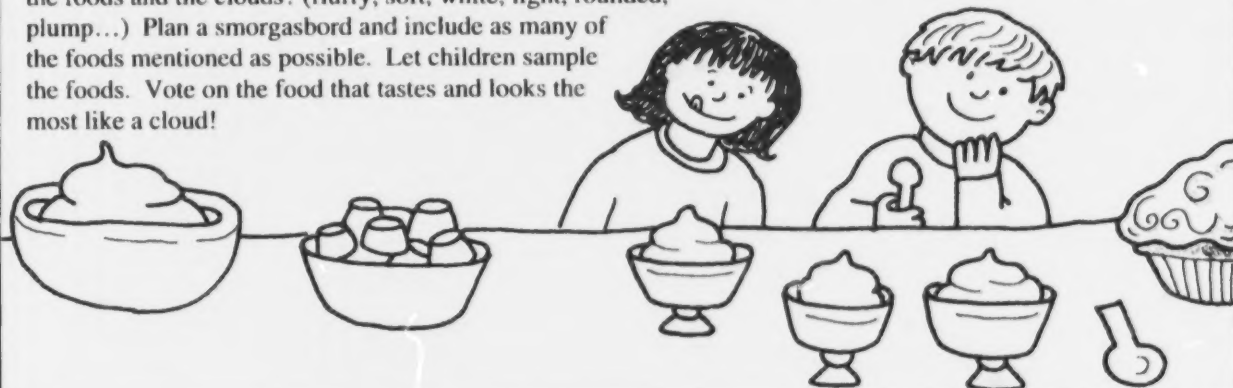
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CLOUD COOKING

FEAST^{OF} CLOUDS

Give children time to think about and name foods that remind them of clouds. Make a list of the foods they can name. Ask children why these particular foods make them think of clouds (mashed potatoes, meringues, marshmallows, whipped cream, vanilla pudding, ice cream...) What words could be used to describe both the foods and the clouds? (fluffy, soft, white, light, rounded, plump...) Plan a smorgasbord and include as many of the foods mentioned as possible. Let children sample the foods. Vote on the food that tastes and looks the most like a cloud!



CLOUD MERINGUES

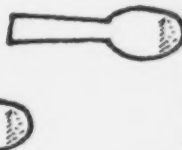
You'll Need:



2 eggs



1/8 tsp. salt



1/8 tsp. cream of tartar

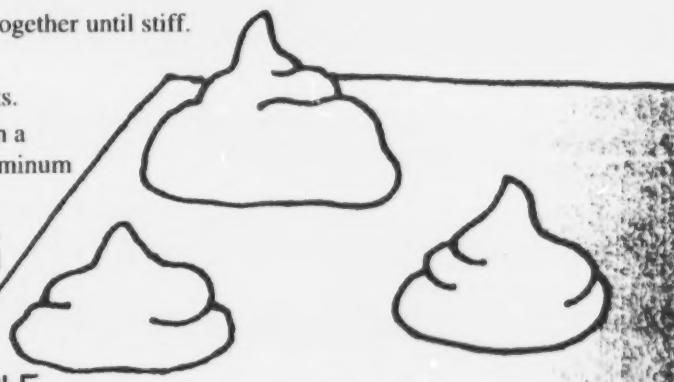


3/4 cup of sugar



What to Do:

1. Beat two egg whites, salt, and cream of tartar together until stiff.
2. Add sugar gradually, beating all the time.
3. Beat until the meringue dough forms stiff peaks.
4. Let children drop the dough by teaspoonfuls on a cookie sheet covered with brown paper (or aluminum foil sprayed with vegetable shortening).
5. Preheat the oven to 375° F. Turn off the oven, and put in the cookies. Leave in the oven until cool. (You can also bake the cookies in a 200° F oven for 2 hours.) Do not double this recipe.



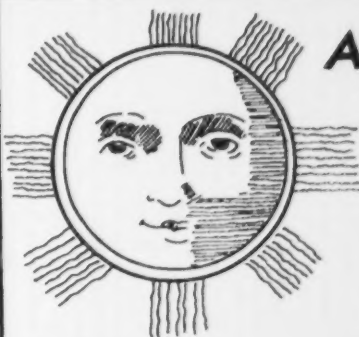
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BOOK CORNER:

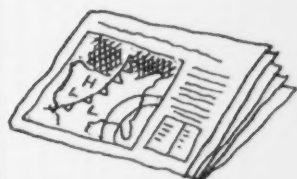
IN THE

- ☞ *Kipper's Book of Weather* by Mick Inkpen (Red Wagon)
- ☞ *Elmer's Weather* by David McGee (Lothrop, Lee, & Shepard)
- ☞ *Cloudy with Chance of Meatballs* by Judi Barrett (Scott Foresman)
- ☞ *Flash, Crack, Rumble and Roll* by Frederick Branley (HarperCollins)

AFTER-SCHOOLER IDEA: Weather Forecasting



You'll Need:



newspaper
with weather forecasts and map



television



radio



Farmer's Almanac

What to Do:

1. Talk with children about weather and weather changes.
2. Help them read some weather forecasts from the newspaper (daily and long range).
3. Tune into radio and/or weather forecasts.
4. If a computer is handy, look at weather-forecasting web sites.
5. Compare different weather forecasts on a given day.
Talk about what you see outside the window on this day. Is it what the forecaster indicated?
6. Help children to create a weather forecasting system. Observation is a most important ingredient for prediction. Show them the *Farmer's Almanac* and explore weather predictions and see how accurate they are. Talk with them about the traditional farmer's indicators such as:
 - ◆ The higher the clouds, the better the weather.
 - ◆ When clouds look like rocks and towers, the earth will have more showers.
 - ◆ When leaves show their backs, it will rain.
 - ◆ When the forest whispers and the mountain roars, close the windows and shut the doors.
7. Everyday for a week, invite children to forecast the weather for the next day using any or all of the resources above. Challenge them to write down the forecasts and see how accurate they are each day.

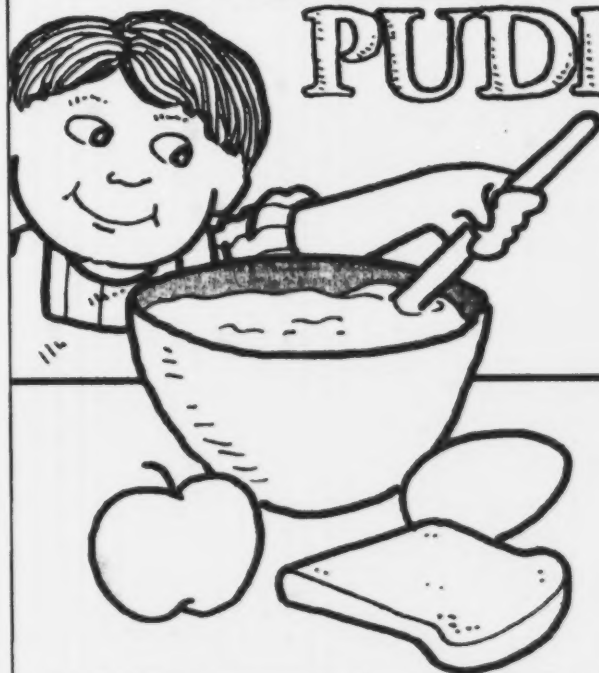
Ideas: Susan Entz, Kathy Faggella

Art: Nina Woldin, Debby Dixler

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🍏 *How Do Apples Grow?* by Betsy Maestro (Harper Trophy) A straightforward, carefully detailed presentation of how "fruit comes from flowers," from winter's snow-covered buds through pollination and growth to ripening and harvest.

APPLE BREAD PUDDING



You'll Need: 4 beaten eggs ● 2 cups milk
● 1/3 cup sugar ● 1/2 tsp. ground cinnamon
● 1/2 tsp. vanilla ● 3 cups (4 slices) dry bread cubes ● 1/3 cup raisins (optional) ● 1 apple, chopped ● bowl ● baking dish ● plastic knife (for child to chop apple) ● spoon or electric mixer ● measuring cups and spoons

What to Do:

1. In a mixing bowl, help children beat together eggs, milk, sugar, cinnamon, and vanilla.
2. Invite them to place dry bread cubes in a small round baking dish and then sprinkle raisins and apples over the bread.
3. Help them pour the egg mixture over all.
4. Bake at 325° F for 45 minutes, or until a knife inserted near the center comes out clean.
5. Serve the pudding warm or chilled.

Apple Bread pudding CACFP Credit = Bread/Alt

APPLE SNACKS

You'll Need: peanut butter ○ apple ○ plastic knife
○ raisins ○ paper plates

What to Do:

1. Help children carefully cut an apple into halves.
2. Cut out the centers with the seeds.
3. Then cut each half into slices.
4. Let children place apple slices on a paper plate and cover them with peanut butter.
5. Add raisins for a tasty treat.

Apple Snack CACFP Credit = fruit/vegetable



AFTER-SCHOOLER IDEA: A Book and an Experiment



Why Do Leaves Change Color?

by Betsy Maestro (Harper Trophy)

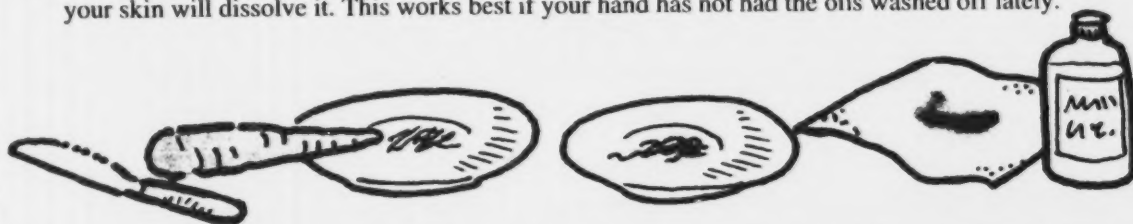
This is an informative concept book that explains what happens to leaves in autumn as they change colors and then separate from the tree. Krupinski's bright drawings show a boy and a girl playing in a country landscape that changes with weather and light. There are also detailed pictures of leaves in different sizes, shapes, and colors. Maestro includes simple instructions for making a leaf rubbing and for pressing leaves, as well as suggestions for places to visit where the fall foliage is special.

Here is an experiment that helps you discover what carrots, flamingos, and gold autumn leaves have in common.

You'll Need: 2 carrots ● a plastic knife ● 2-4 tablespoons rubbing alcohol ● 2 coffee filters or white paper towels ● 2-4 tablespoons water ● dish ● measuring spoon

What to Do:

1. Hold the large end of a carrot and carefully scrape some shavings into a dish using the plastic knife. (A vegetable peeler does not make fine enough carrot shreds). For safety, always scrape down and away from the hand holding the carrot.
2. Cover the carrot shavings with alcohol and let soak for 10-15 minutes.
3. Pour the mixture through the coffee filter or paper towel.
4. Observe the color. The orange-yellow is **carotene****.
5. Scrape some more of the carrot into another dish, repeat the experiment, but use water instead of alcohol this time. The water does not turn orange because **carotene** is not water soluble; that is, it does not dissolve in water.
6. Rub the scraped carrot on your hand. Is your hand orange? **Carotene** is also oil soluble, so the oil in your skin will dissolve it. This works best if your hand has not had the oils washed off lately.



**** Carotene** is what gives carrots their color. It can be yellow, orange or red. Some tree leaves have a lot of **carotene** which shows up in the fall. Oranges, pumpkins, and apricots are colored by **carotene**, as well as many flowers (dandelions, buttercups, marigolds). **Carotenes** give canaries and flamingos their color. They make butter and egg yolks yellow. The most important thing about **carotene** is that our bodies turn it into vitamin A, which we need for healthy skin, hair, bone growth, tooth growth, and for seeing in dim light.

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Ideas: Kathy Faggella

Art: Debby Dixler, Nina Woldin

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COOKIE LEAVES

You'll Need:



refrigerator sugar or butter cookie dough (or make your own)



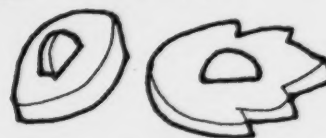
2 Tblsp. evaporated milk



food coloring (red and yellow)



1/2 tsp. water



leaf-shaped cookie cutters



plastic knife



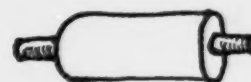
bowls



spoons



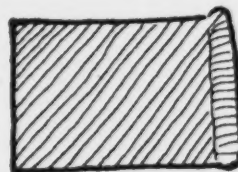
measuring spoons



rolling pin



pastry brush



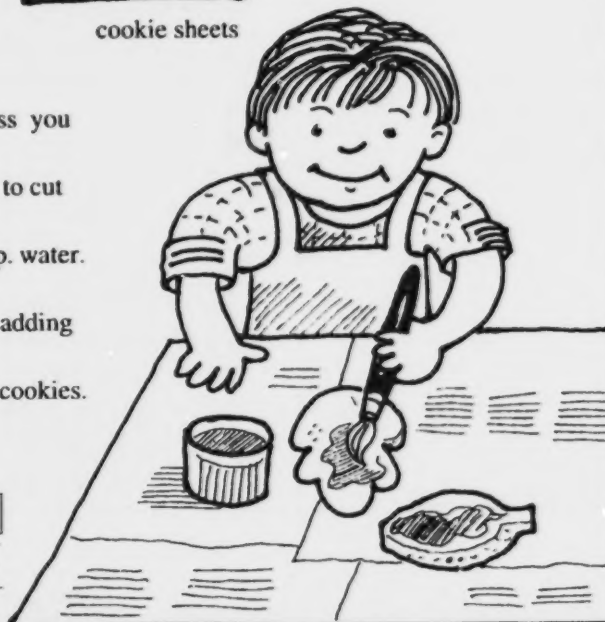
cookie sheets

What to Do:

1. Help children roll out the cookie dough to the thickness you wish.
2. Invite them to use the cookie cutters or a plastic knife to cut leaves from chilled dough.
3. Help them mix egg yolk or evaporated milk and 1/2 tsp. water. Divide the mixture in small bowls.
4. Encourage children to create the colors of fall leaves, adding drops of food coloring to the mixture in the bowls.
5. Let them brush the colored glaze on the unbaked leaf cookies.
6. Bake as directed.
7. Let cool and enjoy as your snack on a fall day.

Cookie leaves CACFP Credit = Bread/Alt

Taken from *First Teacher Magazine* (Idea by Jeannine Perez)



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BOOK CORNER:

IN THE

- 📖 *It's Fall (Celebrate the Seasons)* by Linda Glaser (Millbrook)
- 📖 *The Autumn Equinox: Celebrating the Harvest* by Ellen B. Jackson (Millbrook Press)
- 📖 *Crafts to Make in the Fall* by Kathy Ross (Millbrook Press)



ART WITH ACORNS

OAK TREES AND ACORNS

You'll Need: bag for collecting acorns ● paper
○ crayons

What to Do:

1. Oak trees are beautiful. Take your children for a walk to collect acorns. When you discover an acorn on the ground, take a moment to look for a tree that has acorns on it.
2. Tell children that the acorns are seeds from the oak tree.
3. Show them an oak leaf and encourage them to explore the color, texture, and shape of the leaf.
4. Invite children to touch the bark of the tree. Ask them to describe how the oak tree bark feels to their hands.
5. Help children make a rubbing of the bark with crayons.
6. When you get back, encourage them to glue leaves and acorns on their rubbings.



ACORN DECORATIONS

You'll Need: large acorns ● cup hook ○ art materials: sequins, tinsel, colored sand ● tempera paints

What to Do:

1. Invite children to paint the acorns.
2. While they are still wet, encourage children to sprinkle the acorns with sequins, tinsel, or colored sand.
3. When acorns are dry, screw in a cup hook at the top of each to create a decoration children can hang up.

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Ideas: Kathy Faggella

Art: Debby Dixler, Catherine Minor

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RECIPES TO WELCOME THE FALL

COOKIE LEAVES

You'll Need: refrigerator sugar or butter cookie dough (or make your own) ● evaporated milk ● food coloring (red and yellow) ● water ● leaf-shaped cookie cutters ● plastic knife ● bowls ● spoons ● measuring spoons ● rolling pin ● pastry brush ● cookie sheets

What to Do:

1. Help your child roll out the cookie dough to the thickness you wish.
2. Invite him to use the cookie cutters or a plastic knife to cut leaves from chilled dough.
3. Help your child mix 2 Tblsp. evaporated milk, and 1/2 tsp. water. Place in several small bowls.
4. Encourage your child to create the colors of fall leaves, adding drops of food coloring to the mixture in the bowls.
5. Let him brush the colored glaze on the unbaked leaf cookies.
6. Bake as directed.



APPLE BREAD PUDDING

You'll Need: 4 beaten eggs ○ 2 cups milk ○ 1/3 cup sugar ○ 1/2 tsp. ground cinnamon ○ 1/2 tsp. vanilla ○ 3 cups (4 slices) dry bread cubes ○ 1/3 cup raisins (optional) ○ 1 apple, chopped ○ bowl ○ baking dish ○ plastic knife (for child to chop apple) ○ spoon or electric mixer ○ measuring cups and spoons

What to Do:

1. In a mixing bowl, help your child beat together eggs, milk, sugar, cinnamon, and vanilla.
2. Invite her to place dry bread cubes in a small round baking dish and then sprinkle raisins and apples over the bread.
3. Help her pour the egg mixture over all.
4. Bake at 325° F for 45 minutes, or until a knife inserted near the center comes out clean.
5. Serve the pudding warm or chilled.

APPLE SNACKS

You'll Need: peanut butter ● apple ○ plastic knife ● raisins ○ paper plates

What to Do:

1. Help your child carefully cut an apple into halves.
2. Cut out the center with the seeds.
3. Then cut each half into slices.
4. Let your child place apple slices on a paper plate and cover them with peanut butter.
5. Add raisins for a tasty treat.



Activity	Week of September 30	Week of October 7	Week of October 14	Week of October 21	Week of October 28
Circle Time					
Free Choice					
Learning Centers					
Creative Art Activity					
After-Schoolers					
Prep Work					

11

*****ALL FOR ADC 504

KAREN SMITH
ERIC/EECE UNIV OF IL
51 GREY DR
CHAMPAIGN IL 61820

592 P3



For People Who Care for Young Children

PUT A LITTLE DRAMA IN YOUR PLAY

1. Dramatic play is a great way for children to express feelings, deal with reality, imitate others, make decisions, and develop social and language skills. Make sure you give children enough time and lots of opportunities as well as an inviting environment for this important learning experience.

2. Memorizing lines in a play is not "creative" dramatics. Role playing, discovering, experimenting, moving freely, and "doing-it-their-way" are ways to achieve meaningful dramatic play.

3. Provide puppets, stuffed animals, dress-up clothes, and role-playing boxes. Add new props on a regular basis. Make this a part of weekly planning. Be sure to include multicultural props such as hats, clothing, play foods, shoes, cooking utensils, baskets, and musical instruments.

4. Set up a "dramatic file box" for children's use that includes: masks of animals and people,

wigs, glasses frames, fake mustaches, and so on.

5. Pictures and books can lead to dramatic play. Sometimes background music will give children creative ideas. Invest in an unbreakable, full-length mirror and tape player children can use on their own to encourage independent dramatics.

6. Have a large supply of boxes on hand. Small ones may become puppets and large ones can become a TV screen or a puppet stage. Cut large holes at random in an appliance box for body part dancing, "animal holes," or whatever creative little minds can imagine.

7. Provide seasonal props and clothing to encourage realism and

role-playing. November might be a good time for old-fashioned, colonial-style clothes. In December, you might bring out antlers, elf hats, and cardboard sleds.

8. Create interesting "surprise environments" to encourage dramatic play such as a Pilgrim cabin, Santa's workshop, or a snowy corner in the forest.

9. Try adding "real" items to "pretend" areas such as water, pitchers, and cups to the housekeeping area.

10. Praise all participation and encourage children to come up with their own dramatic play ideas. With a little investment of time on your part, children will repay you with many exciting, creative, learning experiences.

THIS MONTH IN *EVERDAY TLC*

- Playing with Balls in Fall
- Holiday Drama
- Cook Ahead for the Holidays
- Families
- LEARN-AT-HOME-TRAINING:
Science for Young Children



BOOKS TO READ

PLAYING WITH BALLS

- 📖 *Yellow Ball* by Molly Bang (Puffin)
- 📖 *Ball* by Ros Asquith (DK Publishing)
- 📖 *The Tale I Told Sasha* by Nancy Willard (Little Brown)
- 📖 *Winnie Plays Ball* by Leda Schubert (Candlewick)

THANKSGIVING

- 📖 *Turkey for Thanksgiving* by Eve Bunting (Clarion)
- 📖 *The Turkey Saves the Day* by Shelagh Canning (Troll)
- 📖 *Cranberry Thanksgiving* by Wende Devlin (Scott Foresman)
- 📖 *Thanksgiving at the Tappletons* by Eileen Spinelli (Harpercollins)
- 📖 *The First Thanksgiving* by Ann McGovern (Scholastic)

HANUKKAH

- 📖 *The Chanukkah Guest* by Eric Kimmel (Holiday House)
- 📖 *Arielle and the Hanukkah Guest* by Shirley Newberger (Scholastic)
- 📖 *Sammy Spider's First Hanukkah* by Sylvia A. Rouss (Kar-Ben)

FAMILIES

- 📖 *The Kissing Hand* by Audrey Penn (Child Welfare League)
- 📖 *Love You Forever* by Sheila McGraw (Firefly)
- 📖 *The Stray Dog* by Marc Simont (Harpercollins)



KITCHEN SAFETY

During this season of holidays, you will probably do a lot of cooking with your child. Here are some tips to keep in mind to make experiences in the kitchen safe and fun.

- ◆ Electrical appliances and stoves should be used only by adults.
- ◆ Demonstrate and let your child practice using utensils. These can include a whisk, measuring spoons and cups, a spatula,

strainer or colander, wooden spoons, and rolling pin. If you help them, some children can use a vegetable peeler or a grater.

- ◆ Store all utensils out of children's reach.
- ◆ Electrical appliances such as mixers, blenders, frying pans, or hot plates, should be used by ADULTS ONLY.
- ◆ Young children should not use the stove at all.
- ◆ When using small appliances around children, set them next to you with cords well out of the way of children.

**PLAY
MONSTER BALL**

Turn trash into a monster ball that's good for tossing and kicking indoors or out.

You'll Need: large plastic grocery bag
● newspapers ● masking tape ● wire ties

What to Do:

1. Invite your child to stuff crumpled newspaper into the plastic bag. Shut the bag with a wire tie.
2. Wrap masking tape around and around the tie to secure.
3. Toss the monster ball back and forth with your child.
4. Let your child kick the monster ball to you or place a laundry basket on its side to use as a goal.



For People Who Care for Young Children

BALL GAMES

Lots of different sports are played in the fall. Whether your children have older brothers and sisters or parents who like to watch sports on TV, they are constantly watching games that involve balls. If they are to enjoy playing these games when they are older, your children need to start developing ball handling skills at a very early age. Here are some fun suggestions for "ball games" at different ages and stages.

TWO'S: 1-2-3 Roll

The easiest moving ball for a child to control is one that is rolling. Here is a fun rolling game to play with your child.

You'll Need: 2 balls

What to Do:

1. Invite children sit facing each, legs spread apart with feet touching, on an uncarpeted surface. Each of the children has a ball.
2. Encourage children to say, "One, two, three, roll," at the same time you do.
3. Let them roll their balls slowly toward each other trying to get the balls to touch.
4. Each time the balls connect, children must move slightly apart from each other and roll the balls again.
5. Any time the balls miss each other, children have to scoot back a bit towards each other.

TODDLERS: Ball Handling

You'll Need: ball

What to Do:

1. Let toddlers find and pick up a ball and bring it to you.
2. Then roll the ball and challenge them to chase it until it stops. Invite them to pick it up, and bring it to you.
3. Once children are comfortable with this activity, toss the ball so that it bounces a little. Then encourage them to grasp it once it stops.

SING ALONG BALL SONG

(Tune: "Row, Row, Row Your Boat")

Roll, roll, roll the ball,
Roll it right to me.
Then I'll roll it back to you.
As quick as one, two, three!
You can change actions to
throw or kick, depending on
the game you are playing.

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MORE BALL GAMES

THREES AND FOURS:

Let's Kick the Ball

Keep children "on a roll" with these fun outdoor ball activities!

You'll Need: ball ● large cardboard box

What to Do:

1. Invite children to play with a large ball.
 2. Place a large cardboard box on its side, with the opening toward children.
 3. Starting with the box very close, challenge children to roll the ball so it goes into the box. Next show them how to kick the ball inside the box.
 4. Help children move farther and farther away from the box as they begin to get the ball in the box.
 5. Finally try kicking the ball back and forth with children.
- As you roll or kick the ball back and forth with children, sing the following song through several times.

(Tune: "Jingle Bells")

*Kicking balls, kicking balls,
Kicking all day long.
I just love to kick the ball,
As I sing this song. Hey!
Kicking balls, kicking balls
Kicking all day long.
Play this kicking game with me,
As we sing along.*



THREES AND FOURS:

Umbrella Basketball

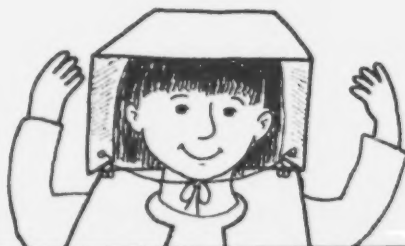
Stuck inside on a rainy day?

Try using an umbrella for this indoor movement game.

You'll Need: umbrella ● crumpled up newspaper ● masking tape (optional)

What to Do:

1. Gather a stack of newspapers and show children how to take one sheet at a time and crumple it. Make a pile of newspaper balls. Wrap masking tape around the balls if you wish.
2. Next, open an umbrella, turn it upside down and prop it in the corner of a room.
3. Give children some of the crumpled up newspaper balls.
4. Let them try to score a basket by tossing the paper into the umbrella.



For People Who Care for Young Children

ACTING OUT STORIES

Often during the holidays, families gather at your program and children "perform a play." When we imagine our children "acting out" a story, we often think it has to be a "big production." We imagine a multi-act play complete with costumes, scenery, a stage, and an audience.

But acting out stories really doesn't have to be a major production. In fact, young children will probably gain much more from the experience if it's not! Children naturally act out their favorite themes and story lines. Our job is to encourage them and to provide the tools and information that will enable them to feel successful.

CHOOSING A STORY

How do we choose which stories to have children act out? Let your children decide! At story time, keep your eyes open for which stories the children really enjoy. Did the story bring out enthusiastic responses, laughter, solemn tearful looks, or lots of calling out of answers? Heartfelt responses indicate that a story is perfect for dramatic play.

STARTING OUT

Begin by inviting those children who are interested in acting the story out to form a small group. Talk briefly with them about what they will need to

know and how they might act the story out. **First**, ask questions such as:

- *Who are the people or animals that make the story happen?* (characters)
- *Where does the story take place?* (setting)
- *What happens in the story?* (plot)

Second, help children brainstorm ideas:

- *What items could we use that will help us pretend to be each character?* (props)
- *What could we make that will remind us of where the story is taking place?* (scenery)
- *How will we remember what comes next in the story?* (script)

PREPARATIONS

Once this brief discussion has inspired children to "act," encourage them to divide up the work by letting each child choose a job. Draw character assignments from a hat, or simply let children decide the cast. Remind children that they can act the story out many times if they wish, and that they can take turns helping in different ways. Let children search the room for props and costume ideas, making simple scenery or props from posterboard, cardboard or even create a bulletin board to use as a back drop. The preparation time might take three minutes (children go to the dress-up area

and choose something that reminds them of their character), ten minutes (children draw a picture to represent a prop or scenery), or it might take several days (children decide they want to do a larger project).

FOLLOW THROUGH

Once children have completed their preparations, encourage them to create the script. It may not turn out to be the same story YOU remember, but it will probably include the highlights.

There are several ways to help children with the script.

- ◆ You can reread the story while children act it out.
- ◇ The story can be tape-recorded so children can keep playing it and acting it out over and over.
- ◆ You can help children make a large poster putting the story into a numbered sequence (with a word or picture to remind them what happens next).
- ◇ Children can retell what they remember of the story in their own words.

Usually, the story is very basic the first time through. Then children begin to remember more of the details, and as they add on to it, the "play" becomes either more precise or more far-fetched. Always encourage children to express their ideas, listen to one another, and take turns trying out different ways of doing it.

BOOKS TO ACT OUT

Many, many books lend themselves to joyful dramatic play. Here are a few related to Thanksgiving you might want to try. Remember that it doesn't need to become a big production. Children simply take turns being the audience or the actors. Children love to act out favorite stories, and children come to love stories they act out!

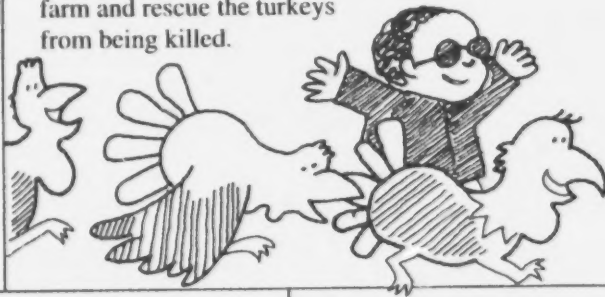
 *Turkey for Thanksgiving* by Eve Bunting (Clarion) gives children a chance to act out how a turkey might feel on this special holiday. Mr. and Mrs. Moose invite all their animal friends for Thanksgiving dinner and the only one missing is the turkey. When they set out to find him, Turkey is very frightened because he doesn't realize that his hosts want him to be their guest, not their dinner entree.

 *The Turkey Saves the Day* by Shelagh Canning (Troll) is another story that allows children to explore what it is like to be a turkey. Toby is on his way to market, but after a big bump in the road, he is free. Toby finds a farm that looks like a perfect new home. But a fox is about to make lunch of the chickens. Can Toby save the day?



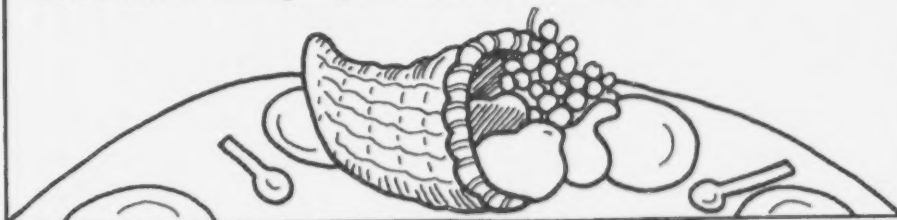
 *Cranberry Thanksgiving* by Wende Devlin (Scott Foresman) gives children the chance to act out a mystery. Maggie and her grandmother live at the edge of a cranberry bog. Thanksgiving is here and that means Grandmother's famous cranberry bread. Maggie has invited Mr. Whiskers over for Thanksgiving dinner and grandmother is not too pleased because she thinks he smells like seaweed! But each year she tells Maggie, "invite someone poor or lonely", and that describes Mr. Whiskers. Their guest actually ends up saving the day when Grandmother's famous cranberry bread recipe is stolen!

 *'Twas the Night Before Thanksgiving* by Dav Pilkey (Orchard) is a silly takeoff on the traditional poem, "The Night before Christmas." Eight school children visit a turkey farm and rescue the turkeys from being killed.

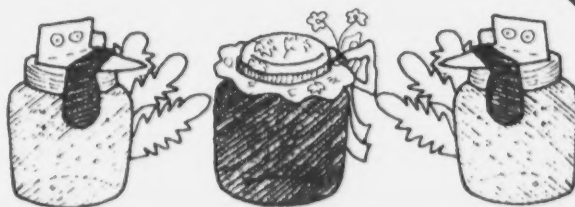


 *Thanksgiving at the Tappletons* by Eileen Spinelli (Harpercollins) tells the story of a very funny Thanksgiving feast. Mrs. Tappleton gets up early to prepare the turkey. Mr. Tappleton goes to buy the pies. The kids are helping out too. But this year nothing seems to go right. First the turkey slides down the icy hill and into the pond. Then the bakery sells out of pies. It looks like it's going to be a horrible holiday...until Grandmother reminds everyone that there's more to Thanksgiving than a turkey and trimmings.

 *The First Thanksgiving* by Ann McGovern (Scholastic) will help children act out the Pilgrims' first Thanksgiving that lasted three whole days. The book introduces children to the struggles of the Pilgrims during their first year at Plymouth Colony and the events leading to the historic occasion we celebrate today.



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For People Who Care for Young Children

COOKING AHEAD FOR THE HOLIDAYS

The upcoming holidays include festive meals shared by families and friends. It is important that even very young children take part in the preparation of food for these "family feasts." Start off by helping children prepare some make ahead treats that they can bring home next week. They will be so proud when everyone enjoys their contribution to the feast.

MONSTER MUNCH SNACK



You'll Need: 1 1/2 cups crisp bite-sized cereal squares ● one 6-ounce package semi-sweet chocolate pieces ● 1 cup golden raisins ● 1/4 cup flaked coconut ○ large zip-locking plastic bag

What to Do:

1. Help children put all ingredients in plastic bag. Zip closed.
2. Let children shake until well mixed.

CACFP Credit= bread alternate



PEANUT BUTTER POPCORN

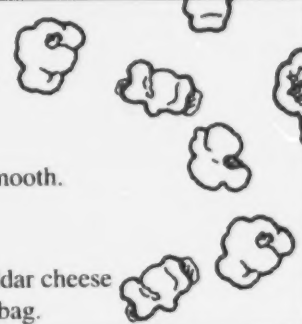


You'll Need: 8 cups popped corn ● 1 Tblsp. peanut butter ● 2 Tblsp. margarine

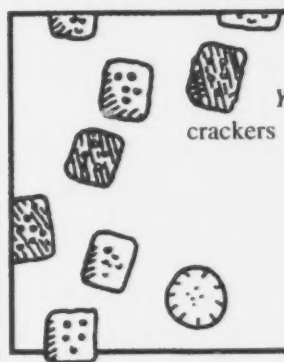
What to Do:

1. Melt margarine and peanut butter in a saucepan. Stir until smooth.
2. Pour over popped corn.
3. Let children mix well with a spoon.

Variation: Make Cheesy Popcorn by sprinkling 1/2 cup grated cheddar cheese over 8 cups of popped corn. Shake together in a brown paper bag.



CRACKER AND PRETZEL SNACK MIX



You'll Need: 3 cups oyster crackers ● 3 cups small square cheese crackers ○ 1/4 cup vegetable oil ● 2 cups bite-sized pretzel nuggets ○ 1 package buttermilk salad dressing mix ● 1/2 teaspoon dried oregano ○ large zip-locking plastic bag

What to Do:

1. Help children combine all ingredients in plastic bag.
2. Let children take turns shaking until well mixed.

CACFP Credit= bread alternate



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CRANBERRY-ORANGE RELISH

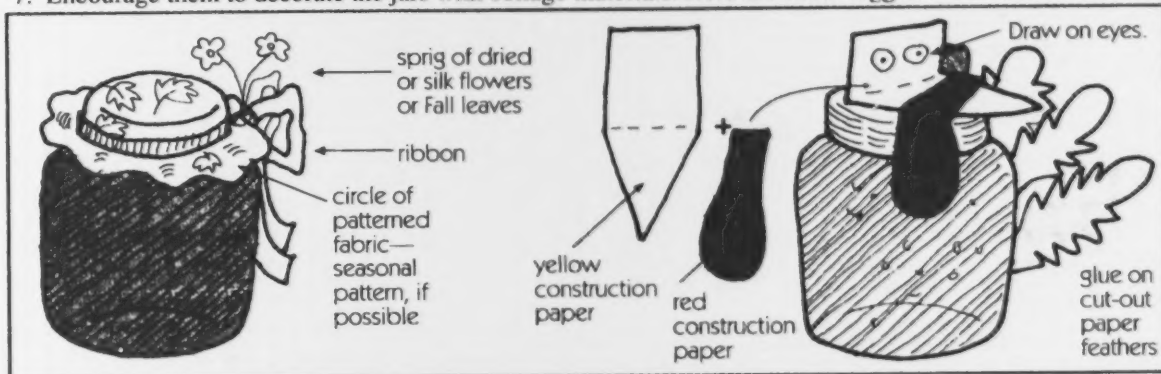
Children can make several jars of relish to decorate the Thanksgiving table.

You'll Need: several empty, clean baby food jars ♦ 2 large oranges ♦ sugar ♦ assorted decorating materials for jar ♦ 4 cups of cranberries ♦ glue ♦ tape ♦ food chopper (ADULT USE ONLY) ♦ scissors ♦ crayons or markers

What to Do:

1. Divide each orange into eight sections.
2. Invite children to count the sections.
3. Let them remove the seeds. You can count the seeds together.
4. Put the orange sections and cranberries through the coarse blade of a food chopper.
5. Add sugar to taste.
6. Let children help you spoon the relish into clean, empty baby food jars.
7. Encourage them to decorate the jars with collage materials. Here are some suggestions.

CACFP Credit=
fruit alternate



FRUIT AND HONEY BALLS

Make this honey of a treat for the holidays!

You'll Need: 1 cup raisins ♦ 1 cup chopped dates ♦ 10 whole graham crackers ♦ zip-locking plastic bag ♦ rolling pin ♦ 1/4 cup honey ♦ bowl ♦ fork ♦ spoon ♦ cutting board ♦ spoons and measuring cups

What to Do:

1. Put the graham crackers in a zip-locking plastic bag.
2. On a cutting board, let children crush them with a rolling pin.
3. Place all the ingredients in a bowl and mix well with a fork.
4. Show children how to take a heaping teaspoonful and roll it tightly into a ball with their hands and place it on a serving plate. Make more balls until all the mixture is used up.

CACFP Credit= bread and fruit alternate



For People Who Care for Young Children

FAMILIES

This is a week when families come together to share special meals and good times. Whether celebrating Thanksgiving, Hanukkah or both, most of your children will be spending time with their families.

Every child needs a family as a source of love, nurturing, and acceptance. All children need positive family experiences to grow and develop into productive, well-adjusted adults. They need to understand that any nurturing, loving, supportive group can become a family for them. There are many different kinds of families: blended families, single parent families, traditional, nuclear families; and families in which children are cared for by stepparents, surrogate parents, or foster parents. It is important to celebrate many different kinds of families. Learning about the nature of families—what they are and how they work—can increase a child's self-confidence and sense of self-worth.

WHAT DO YOU KNOW ABOUT FAMILIES?

It is important to find out what children already know about families in general. During circle time, encourage them to talk about families. Ask, "What is a family?" Be accepting of children's answers. Encourage

FAMILY CONCEPTS

Here are some concepts to use as titles for a bulletin board with a family theme.

- ◇ Families work, play, and learn together.
- ◇ Family members help each other and do things together.
- ◇ In a family, all ideas and feelings should have a place to be expressed and heard.
- ◇ Everyone needs and deserves love, acceptance, recognition, nurturing, privacy, and respect from a family.
- ◇ Each family member is unique.
- ◇ Family members care about and appreciate each other.
- ◇ People willing to love and support one another make a family.
- ◇ Each family member learns and grows.
- ◇ Everyone is a part of the family of nature and of humanity.
- ◇ There are many kinds of families and each one is special.

children to share whatever they think or feel on the subject of families. Follow up with questions such as:

- "What makes a group of people a family?"
- "Who are the people in a family?"
- "How might a family start?"
- "What things does a family do together?"
- "How do family members help each other?"
- "What happens when family members get angry with each other?"

○ "Is it okay for family members to sometimes feel (happy, sad, silly, alone, hurt, and so on)?"

○ "Where are some places that families live?"

○ "How long do families last?"

○ "How do children help in a family?"

○ "Can you belong to more than one family?"

Try not to make judgments about children's comments. Remember that children get ideas about families not only from personal experience but also from books, movies, and TV.

YOUR PROGRAM AS A FAMILY

Children need to feel safe, secure, and supported AT ALL TIMES.

This is especially important when they are exploring a subject as sensitive as families. We want our children to feel that they have a caring support group right in your program, no matter what the situation at home. By introducing the concept that your program is a type of family before discussing the child's own family, you offer a way to support and enrich the children's feelings of security.

We always want to promote children's self-confidence and enthusiasm, their ability to get along with others in your program, and their willingness to express feelings.

The challenge for us is to build an environment that promotes these critical goals—a family-style program.

First, we need to work, play, and learn together with the children as a family. As each "family member" experiences unconditional acceptance, recognition, appreciation, and respect—everyone benefits. We stop trying to control individuals and start working to create a spirit of family togetherness.



CREATING A FAMILY-STYLE PROGRAM

In a "family-style program" all aspects of the environment—room arrangement, physical atmosphere, curriculum planning, and adult roles—are designed to promote children's sense of belonging, independence, confidence, and security. The result is a place where children can relax, explore, and express themselves in productive ways.

To begin to bring that "family feeling" into your program, ask yourself the following questions.

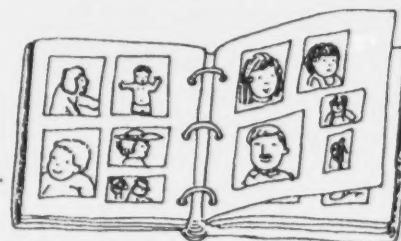
1. Is the child's right to privacy respected? Is there a comfortable place where the child can be alone if he chooses? Is there a space for each child's belongings and materials?
2. Does your program promote cooperation, togetherness, and group spirit?
3. Does overall planning encourage children to explore feelings?
4. Are children responsible for helping to plan, prepare, and clean up on most projects?
5. Are materials and supplies stored within children's reach?
6. Are activities child-centered? Are activities hands-on? Do activities include all their senses and creativity?
7. Do you and any other adults working in your program guide, help, ask open-ended questions, encourage children to solve problems creatively and offer support and encouragement?
8. Is there a special place for communication with parents? A bulletin board or table with books and pamphlets?

WE ARE FAMILY

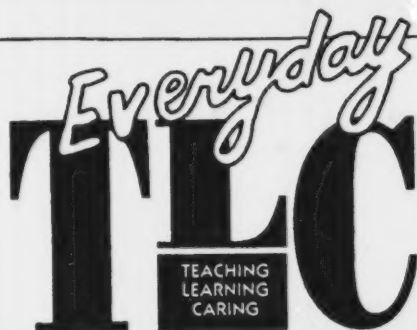
You'll Need: a photograph of everyone in your program in the same location busy at an activity (or a number of activities) △ crayons or markers

What to Do:

1. If possible, make black and white copies of the photograph, one for each child. You may wish to enlarge the picture on a copier for to use on a bulletin board.
2. Encourage children to discuss the picture. Ask: "How are the people in this picture like a family?" "How is our group like a family?" "How can we be more like a family?"
3. Have each child choose one person (other than himself) in the picture and color that person.
4. Ask each child to tell a story about that person's best (worst, scariest, funniest) day at your program.
5. As children tell their stories, write them down. Display their pictures and stories.



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- ◇ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the Nutrition Education & Child Care Food Program
- ◆ Earn State Licensing Hours
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- Step 1:** Review the continuing education self test and professional article in this issue of *EVERYDAY TLC*.
- Step 2:** Sit back, relax, and read through your issue of *EVERYDAY TLC*.
- Step 3:** Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!
- Step 4:** Remove your completed test sheets from *EVERYDAY TLC*. Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:

EVERYDAY TLC
P.O. Box 180
Wilmington, NC 28402

Your certificate of completion of continuing education credits will arrive within 3-4 weeks.

- Cost:**
- ◆ CDA \$80 for all 8 tests (40 CDA clock hours)
 - ◆ State Licensing Hours \$5.50 per test
- OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a \$22.00 check or money order. (for state licensing hours only)

Note: The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.

Questions: Please call: 1-800-677-6644.

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2002 Test Issues: Feb/Mar/Apr/June/Aug/Sept/Nov/Dec

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

SCIENCE FOR YOUNG CHILDREN

Science can start right in your own setting with simple materials and easy projects. One of the easiest ways to approach science is by using the materials that are at hand. We may know exactly what happens when baking soda and vinegar are put together, but children are amazed to see the combination of these two ingredients actually blow up a balloon attached to the neck of a bottle. So too, children are fascinated by all the objects they can find that can either sink or float in the kitchen sink.

Do not overlook the obvious science experiences in the kitchen or bathroom. Whip an egg white and talk about volume and air. Add water to soap powder, cornstarch, vegetable oil and plaster of Paris.

Some helpful things to collect are empty, plastic water bottles (Make an 'Ocean in a Bottle' filled half with blue colored water and half mineral oil or a 'Rain Stick' by filling a bottle with toothpicks and some dry rice.) and zip-locking bags. (Grow lentil sprouts or squeeze an orange half to sip the juice with a straw inserted into the corner of the bag.)

- 1.** Describe some of the materials you provide in your science area or for science in your program. Include the scientific tools available to children. Be specific and name some of the projects that are done.

- 2.** Pick a question that children have asked and apply a simplified version of the scientific method to find the answer. Fill in the following steps:

● The question is: _____

● We predict that the answer is: _____

● We do an experiment: _____

● Here is what happens as we do the experiment: _____

● We talk about what happened and whether we made the correct predictions: _____

● We record what we did and what happened: attach examples of children's records (pictures) to this test.

3. List three books that have helped you learn more about science for children.

1. _____
2. _____
3. _____

4. Record two of the interests that children have expressed or shown real curiosity in. Describe how you can 'follow up' on these interests.

Children's Interest: _____

Follow-Up: _____

Children's Interest: _____

Follow-Up: _____

5. Name one 'science interest' that you have and describe how you might share it with children.

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone _____

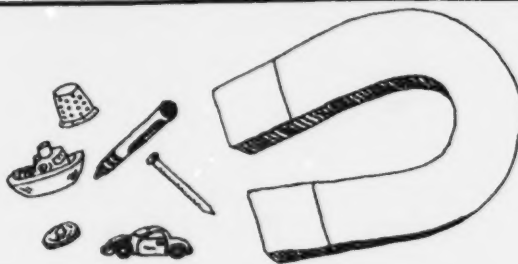
☐ CDA ☐ TRAINING CERTIFICATE

CDA Content Area #6: Science for Young Children



THE WORLD AROUND US

by Kathy Faggella



"We were lucky enough to grow up in an environment where there was always much encouragement to children to pursue intellectual interests, to investigate whatever aroused curiosity." Orville Wright (Inventor, with his brother Wilbur, of the airplane)

What? Why? When? Where? How? Children are eager to learn about everything that surrounds them. As Orville Wright observed, children must be able to delve into objects and occurrences that interest them and examine all sorts of fascinating things they encounter. This is the way children learn: by observing, experiencing and experimenting with materials, and with lots of trial and error, guessing and drawing of conclusions.

But how much of this kind of learning actually happens today when most young children are in some type of day care all day and often have little opportunity to be mini "Thomas Edisons" or "Orville Wrights"? What will happen to their natural curiosity? Will the world eventually lack great scientific thinkers?

Definitely not! You can provide many occasions for investigations and experimentation everyday in your program. First you need to give children interesting environments. Indoors, provide well equipped science areas, plenty of space around a kitchen counter, and access to the bathroom sink or tub. Outdoors offers the world of nature, even in a city. Clouds, wind, blown seeds, trees and all

sorts of weather are starters for great science experiences.

Take field trips to the beach, farm, park, or pond. One family childcare group, on a walk to their local beach, watched as 'catch and release' fishermen caught small sharks. Children got an up-close view of these creatures before the fish were put back into the water. They came back with detailed observations and just wanted to know more about sharks.

This leads to the second suggestion for providing science opportunities—you must follow children's science interests. Discover their interests and discuss the things that they are curious about. Together, devise experiments and projects to do based on these interests. Find and read books about these topics and plan visits to museums, parks, and other places to learn more about their interests.

Thirdly, seize the teachable moment. The family childcare provider could have steered the children away from the shark fishing, but instead she used the opportunity to share a learning moment with them. Not all circumstances are so dramatic. But you can watch for the child who brings in the yellow leaf and wants to know why it's not green. Or, encourage the child who spots a running bug across the floor and wants to know, "What was that?"

Fourthly, offer children 'hands-on' experiences. Children need not only the tools of science—magnets, magnifiers and

measurers—but also chances to use these tools. Set out a magnet chart (one side says 'yes,' the other says 'no' under the heading 'This attracts a magnet.') and lots of 'stuff' to try with a magnet. Children can easily use a flashlight to test whether various types of papers are transparent, translucent or opaque just by trying to shine the light through them. Always challenge them to think with open-ended questions.

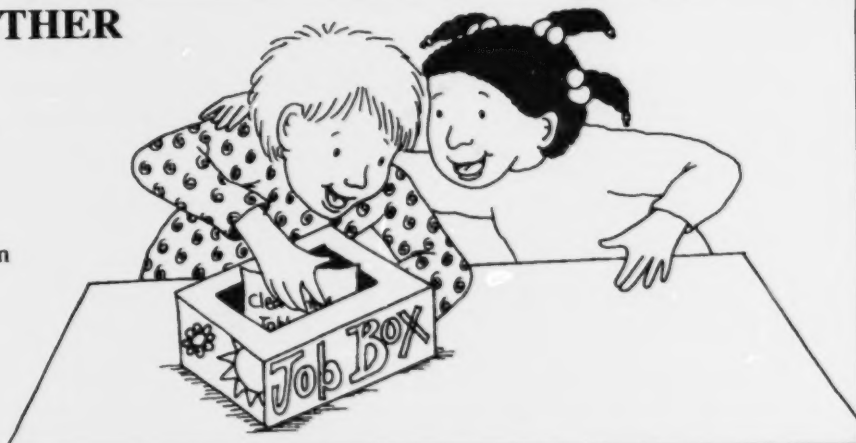
Fifthly, share your passions and science interests with children. If you like to cook, to collect shells, rocks and natural materials for decorations and/or have a pet—a fish, cat, dog or iguana—then you can share your passion with children. They will easily 'catch' your curiosity and enthusiasm. This leads to perhaps one of the most important suggestions: you must be the best role model for science discovery and excitement. Show your fascination with natural happenings such as the sudden appearance of a rainbow. Wonder aloud if you can recreate one with a mirror, bowl of water, and a bit of sunlight. Always be flexible enough in your planning to incorporate unplanned happenings.

Each of us is 'a guide' to this often overwhelming and confusing world that surrounds our children. Rachel Carson (the marine biologist and science writer) said, "If a child is to keep his inborn sense of wonder, he (she) needs the companionship of at least one adult who can share it." Be that adult.

FAMILIES WORK, PLAY, AND LEARN TOGETHER

WE WORK TOGETHER

Decorate a "job box" with children. On index cards, write simple jobs that two children can do together such as washing the chalkboard or reorganizing the book corner. Whenever children volunteer to do a job, send them in pairs to the job box.



WE PLAY TOGETHER

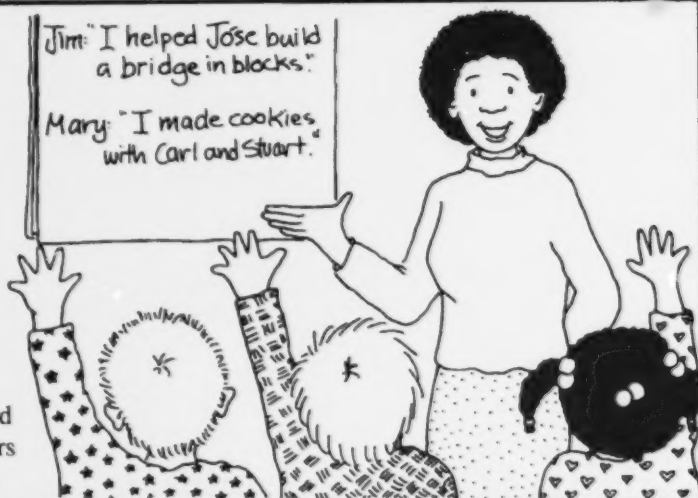
Cut a two-foot square piece out of an old tablecloth or sheet or use a large piece of cardboard. Write the words WE PLAY TOGETHER on it. Give the mat to two or more children and challenge them to cooperatively create something on it. Let them use blocks, puzzles, clay, math toys, or whatever they come up with.



WE LEARN TOGETHER

This activity helps children focus on what they are learning and on how they are helping others learn. Once a week, ask children to tell you about how they are improving, what they are learning, and how they have helped others to learn. Help children notice their progress. Point out, for example, that they are doing their jobs without prompting. Sharing your observations will show children that you value their efforts and improvements.

Use a chart paper pad or chalkboard to record their responses. Give children paper and markers if they wish to draw pictures of their responses.



BOOK CORNER:

IN THE



BOOKS ON FAMILY

- 📖 *How Do I Love You?* by P.K. Hallinan (Candy Cane)
- 📖 *Show and Tell* by Robert Munsch (Annick)
- 📖 *The Kissing Hand* by Audrey Penn (Child Welfare League)
- 📖 *Love You Forever* by Sheila McGraw (Firefly)
- 📖 *The Stray Dog* by Marc Simont (Harpercollins)

BOOKS ON HANUKKAH

- 📖 *Hanukkah!* by Roni Schotter (Little, Brown)
- 📖 *The Magic Dreidels: A Hanukkah Story* by Eric Kimmel (Holiday House)
- 📖 *The Chanukkah Guest* by Eric Kimmel (Holiday House)
- 📖 *Arielle and the Hanukkah Guest* by Shirley Newberger (Scholastic)
- 📖 *Sammy Spider's First Hanukkah* by Sylvia A. Rouss (Kar-Ben)

AFTER-SCHOOLER IDEA: A Menorah for Hanukkah

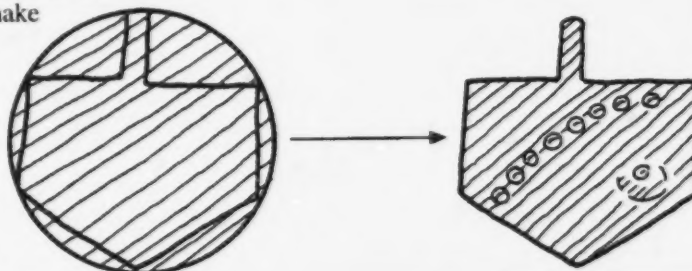
A Hanukkah menorah is a special nine-branched candle holder used to celebrate the Jewish "festival of lights", Hanukkah. There are eight days of this holiday and eight candles along with the taller (ninth) candle called the *Shamash*. The *Shamash* is lit first and then used to light the other candles. This easy-to-make menorah is in the shape of a dreidel, a square-shaped top featured in a popular Hanukkah game.

DREIDEL-SHAPED MENORAH

You'll Need: self-hardening clay ♦ rolling pin ◊ plastic knife ♦ birthday candles

What to Do:

1. Encourage children to roll out self-hardening clay like a pancake and pound it down to about 1/2" thickness.
2. Help them cut out a large dreidel shape with a plastic knife.
3. Invite children to push in 8 little holes with a birthday candle.
4. Encourage them to use some extra clay to make a mound for the *Shamash*, the ninth candle that sits above the others.
5. Invite children to push a little hole in the mound for the *Shamash*.
6. Stick a birthday candle in each hole.



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Ideas: Sherry Burrell. familytlc.net

Art: Catherine Minor, Debby Dixler

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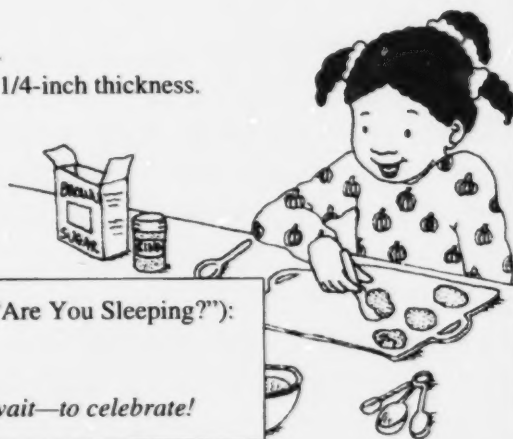
HANUKKAH HONEY AND CINNAMON COOKIES

Put a little spice into your holiday as you make these special cookies with your children!

You'll Need: 1/2 cup (1 stick) margarine, softened ▲ 1/2 cup firmly packed dark brown sugar △ 1/2 cup honey ▲ 2-1/2 cups unsifted flour △ 2 tsp. ground cinnamon ▲ 1 tsp. baking soda △ 1/2 tsp. salt ▲ bowls △ spoon ▲ electric mixer △ cookie cutters (dreidel, menorah, star) ▲ cookie sheets △ spatula ▲ rolling pin △ measuring spoons ▲ measuring cup

What to Do:

1. In large mixing bowl, let children help thoroughly mix together margarine and brown sugar.
2. Ask them to beat in the honey and egg until well combined.
3. In a second bowl, invite children to combine flour, baking soda, salt, and cinnamon and add this to the honey mixture.
4. Beat on low speed until well blended.
5. Cover the dough and refrigerate at least 1 hour or up to 3 days.
6. Place a portion of the dough on a floured surface and roll it to 1/4-inch thickness.
7. Help children to cut out cookies using cookie cutters.
Place these on a greased cookie sheet about 1-inch apart.
8. Bake in a preheated 350°F. oven for about 7 minutes.
9. Transfer cookies to a wire rack to cool.
Makes about 4 dozen cookies.



As you bake these spicy cookies, sing this song together. (Tune: "Are You Sleeping?"):

We are baking, we are baking,

Spicy cookies, spicy cookies.

Soon it will be Hanukkah, soon it will be Hanukkah. I can't wait—to celebrate!

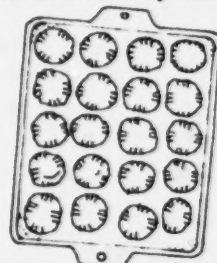
HARVEST MOON COOKIES

A Thanksgiving type of festival is held in China when crops have been harvested and farmers can rest from their labors. It is held at the time when the full moon is in its brightest phase during autumn. People gather to view the full moon and celebrate this festival with parades, moon cakes, folklore, and fun. Celebrate by making a cookie recipe that will resemble a moon cake when shaped and baked!

You'll Need: 3 1/2 cups flour ▲ 1 tsp. salt △ 1 cup shortening ▲ 2/3 cup sugar △ 2 eggs ▲ 1 tsp. vanilla △ jam of your choice ▲ bowls △ wooden spoon ▲ round cookie cutter or jar lid △ cookie sheet ▲ fork △ rolling pin

What to Do:

1. Invite children to help sift the flour and salt together in a bowl.
2. In another bowl, cream the shortening and sugar. Show children how to use the wooden spoon to mix the mixture until it is light and fluffy. Add the eggs, beating well. Add the vanilla. Stir in the flour little by little.
3. Help children roll the dough to a thickness of 1/8 inch on a floured board or tabletop.
Show them how to cut the dough into circles using a round cookie cutter or jar lid.
4. Challenge them to put half the circles on an ungreased cookie sheet and to top each with a teaspoon of a favorite jam.
5. Lay the rest of the circles on top of the jam filling. Show children how to seal the edges with the tines of a fork and to prick the top a few times.
6. Bake the cookies for about 10 minutes in a 350°F oven. Let them cool and enjoy!



BOOK CORNER:

IN THE

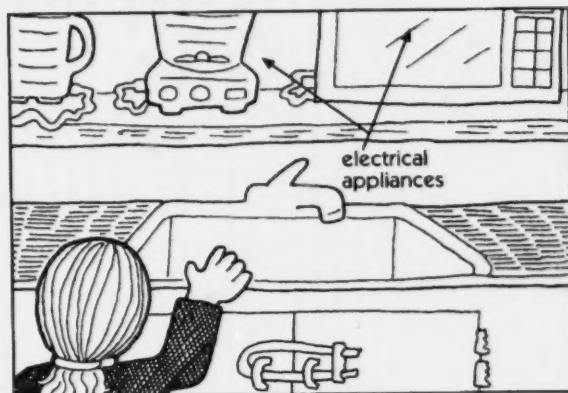
- ☐ *Classic Crafts and Recipes for the Holidays* by Martha Stewart (Clarkson Potter)
- ☐ *Someone's in the Kitchen with Mommy* by Elaine Magee (Contemporary)
- ☐ *Sugarfree Holidays* by Deanie Comeaux Bahan (AFM Pub.)
- ☐ *The Children's Jewish Holiday Kitchen* by Joan Nathan (Schocken)

HELPFUL HINTS: If You Cook With Kids...

SAFETY FIRST

"Electrical appliances and stoves should be used only by adults."

- Demonstrate and let children practice using utensils. These can include a whisk, measuring spoons and cups, a spatula, strainer or colander, wooden spoons, and rolling pin. Under close supervision, some children can use a vegetable peeler or a grater.
- Store all utensils out of children's reach.
- Electrical appliances such as mixers, blenders, frying pans, or hot plates, should be used by **ADULTS ONLY**.



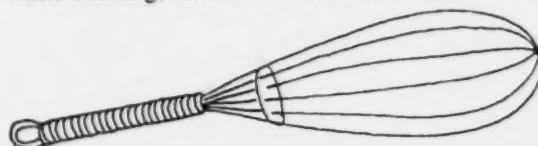
- Young children should not use the stove at all.
- When using small appliances around children, set them next to you with cords well out of the way of children.

HEALTH RULES

"Food should always be fresh and of good quality."

- Check every child's record for any food allergy. If someone gets an allergic reaction, stay away from the preparation of that particular food, so the child will not be tempted and/or feel left out when he is unable to join the cooking/eating experience.
 - Make sure all utensils are perfectly clean and sanitary, before using.
 - Make sure all hands are absolutely clean before cooking.
 - Children with obvious colds or diseases that are catching should not participate in any cooking experience while they are infected.
 - Food should be fresh and of good quality. If refrigeration is required, use it promptly.
- IF IN DOUBT, THROW IT OUT.**

- Make sure hot foods are thoroughly cooked and any leftovers are quickly refrigerated.
- Instruct children in advance how to deal with a sneeze or a cough. (Cover mouth and turn away; then wash hands immediately).
- Children should not put food into their mouths while cooking, unless instructed otherwise.



Ideas: Susan Entz, Kathy Faggella

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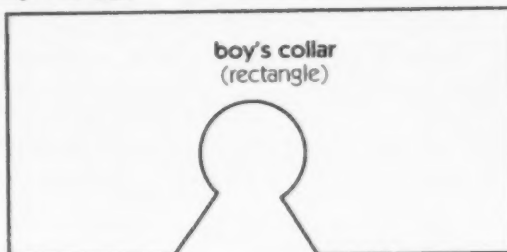
Art: Debby Dixler, Catherine Minor

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EASY-TO-MAKE PILGRIM COSTUMES

PILGRIM COLLAR

Using a stiff piece of white paper, cut out a Pilgrim's collar as shown. Let boys and girls wear them when acting out stories about the first Thanksgiving.

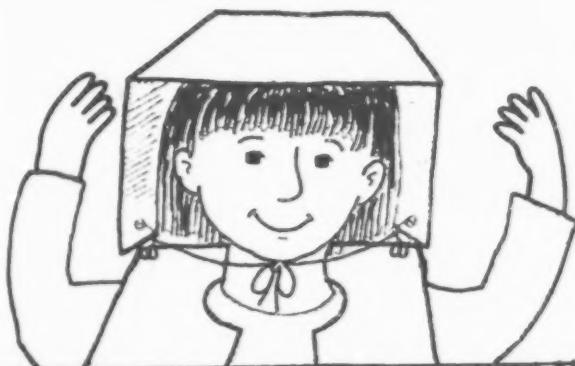


PILGRIM GIRL'S HAT

You'll Need: shoe box or small laundry detergent box
○ white paint ○ yarn or ribbon ○ stapler

What to Do:

1. Cut the box in half across the middle. Keep the half with the closed end.
2. Paint the box white.
3. Staple a length of yarn or ribbon to each side of the box near the bottom for ties. Cover staples with tape.
4. Place the hat on the child's head and tie the yarn under her chin to keep it in place.

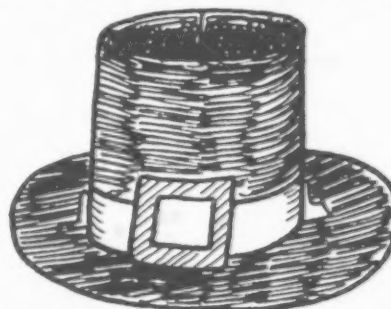


PILGRIM BOY'S HAT

You'll Need: 2 sheets black construction paper
○ 1 sheet white construction paper ○ glue or tape
○ aluminum foil

What to Do:

1. Cut a doughnut-shaped brim from black construction paper to fit around a child's head.
2. Cut a strip of white construction paper six to eight inches wide as a hat band which also fits around the child's head.
3. Join the ends of the second piece of black construction paper to make a cylinder. Adjust the size of the cylinder so fits the head of the child.
4. Attach the brim piece to the bottom of the cylinder with tape or glue.
5. Glue the white hatband around the cylinder several inches up from the brim.
6. Fashion a buckle out of aluminum foil. Tape to the front of the hat just above the hat band.



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BOOK CORNER:

IN THE

FOR AFTER-SCHOOLERS:

Invite school-age children to read one of these interesting books related in some way to Thanksgiving. Then encourage them to create a poster telling about the book including their own illustrations.

① *Molly's Pilgrim* by Barbara Cohen (Beech Tree)

The touching story tells how recent Jewish Russian immigrant Molly leads her third-grade class to discover that it takes all kinds of pilgrims to make a Thanksgiving. Originally published in 1983, *Molly's Pilgrim* inspired the 1986 Academy Award winning live-action short film.

① *How Many Days to America?: A Thanksgiving Story* by Eve Bunting (Clarion)

After the police come, a family is forced to flee their Caribbean island and set sail for America in a small fishing boat. Other refugees crowd the boat and the voyage is a long one, but when the family finally arrives they discover it's Thanksgiving.

① *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy* (Blue Ribbon Book) by Kate Waters (Scholastic)

On the day he is to help with his first rye harvest, young Samuel Eaton is very excited. But his new jobs prove harder than expected. Color photographs were taken at Plimoth Plantation, an outdoor living history museum.

① *Sarah Morton's Day* by Kate Waters (Scholastic)

Text and photographs of Plimoth Plantation follow a pilgrim girl through a typical day as she milks the goats, cooks and serves meals, learns her letters, and adjusts to her new stepfather. This is the story of a girl who really lived in 17th century Massachusetts.

① *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times* by Kate Waters (Scholastic)

This is the story of a Wampanoag Indian boy in the 1620s. Young Tapenum, disappointed that he has not yet been chosen to become a warrior, hunts for food, shoots a rabbit for his mother, and goes fishing with a companion. Later he befriends a wise man, who teaches him about making arrows and learning patience. Clear, full-color photographs, taken at the Plimoth Plantation historical site in Massachusetts, make this an unusually vivid visual presentation of Native American life.



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Ideas: Sherry Burrell

Art: Debby Dixler, Catherine Minor

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FOURS AND FIVES: Ball Bounce Count

An activity as simple as bouncing balls is a fun way for children to count and play at the same time.

You'll Need: a variety of balls

What to Do:

1. Bounce a ball as you sing the following song with your children.
(Tune: "Here We Go 'Round the Mulberry Bush"):
This is the way we bounce the ball,
Bounce the ball, bounce the ball;
This is the way we bounce the ball,
As we sing and play.
2. Then bounce the ball and help children count the bounces.
3. Bounce different-sized balls and talk to children about the differences in action.
4. Invite them to bounce the ball to you.

ALL AGES: Monster Ball

Turn trash into a monster ball that's good for tossing and kicking indoors or out.

You'll Need: large plastic grocery bags

- newspapers
- masking tape
- wire ties

What to Do:

1. Invite children to stuff crumpled newspaper into the plastic bag. Shut the bag with a wire tie.
2. Wrap masking tape around and around the tie to secure.
3. Let children toss their monster ball back and forth to each other.
4. Let them kick it to each other or place a laundry basket on its side to use as a goal.

FOURS AND FIVES: Kick-the-Ball Bowling

Keep children "on the ball" with this fun outdoor activity!

You'll Need: variety of balls to kick
● empty plastic soda bottles

What to Do:

1. Invite children outdoors and give them a variety of balls to kick. You might need to help some children stay balanced or hold the ball in place as they practice the skill of kicking.
2. Invite children to set up a line of empty plastic bottles.
3. Challenge them to kick the ball and knock over the pretend "bowling pins."
4. Count the bottles knocked down together.

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BOOK CORNER:

IN THE

- ☞ *Yellow Ball* by Molly Bang (Puffin)
- ☞ *Sam's Ball* by Babro Lindgren (William Morrow)
- ☞ *Ball* by Ros Asquith (DK Publishing)
- ☞ *The Tale I Told Sasha* by Nancy Willard (Little Brown)
- ☞ *Winnie Plays Ball* by Leda Schubert (Candlewick)

AFTER-SCHOOLER IDEA: MORE BALL GAMES

FIVE TO SEVEN YEAR OLDS: Scoop a Ball

Turn your milk jugs into scoops for this toss and catch game.

This is great fun indoors or out!

You'll Need: 2 clean plastic milk jugs ● masking tape

● newspapers

What to Do:

1. Cut 2 inches off the bottom of 2 clean plastic gallon milk jugs.
2. Cover rough edges with masking tape.
3. Show children how to crumple a sheet of newspaper into a ball and wrap with masking tape to secure.

How to Play:

1. Holding the handle of the jug, encourage children to scoop and toss newspaper balls back and forth with each other.
2. Start tossing while standing close together. Step back each time you catch it. See how far apart you can get.
3. Challenge children to count how many times they can toss the ball and catch it without dropping it.

EIGHT YEARS OLD AND UP: Punt and Pass

The object of this game is to be the first player to reach or cross the opposite goal line in the fewest pass and punt attempts. It provides experiences for developing punting and passing skills used to play football and soccer.

You'll Need: 2 footballs

What to Do:

1. If you do not have a football field to play on, together with children, draw the starting goals line and the finishing goal line 100 feet apart.
2. Explain that two children will stand on the starting goal line about 15 feet apart from each other.

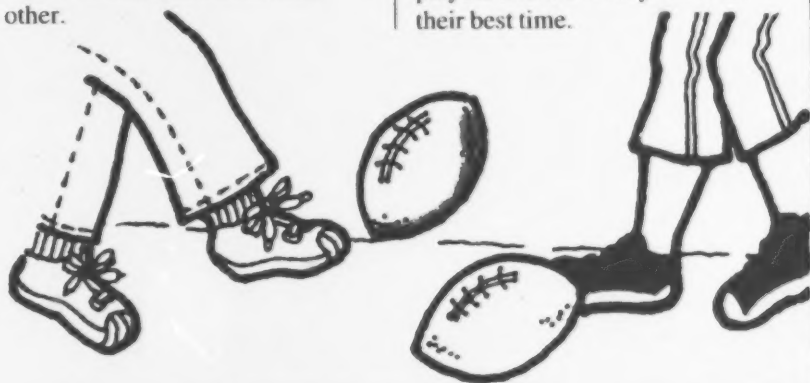
3. When you say, "Start," each will kick the football as far as possible towards the finishing goal line.

4. Each player will then run to his football and pass it as far as possible towards the goal line.

5. Each player will then run to his football and punt it as far as possible towards the goal line.

6. Continue punting and passing the football until one player has reached or crossed the goal line. The first player to do so wins.

To make this even more challenging, encourage players to turn around and return to the original starting line, punting and passing as they go. Time players and see if they can beat their best time.



Ideas: familytlc.net

Art: Debby Dixler, Nina Woldin

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HOLIDAY TREATS

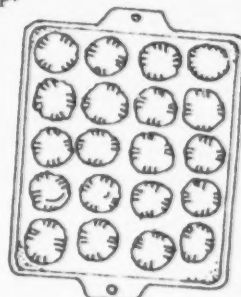
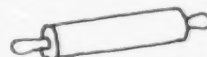
MOON CAKES

A Thanksgiving type of festival is held in China when crops have been harvested and farmers can rest. It is held at the time when the full moon is in its brightest phase during autumn. People gather to view the full moon and celebrate this festival with parades, moon cakes, folklore, and fun. Celebrate by making cookies that will resemble a moon cake when shaped and baked!

You'll Need: 3 1/2 cups flour ○ 1 tsp. salt ○ 1 cup shortening ○ 2/3 cup sugar ○ 2 eggs ● 1 tsp. vanilla
○ jam of your choice ○ bowls ○ wooden spoon ○ round cookie cutter or jar lid ○ cookie sheet ● fork
○ rolling pin

What to Do:

1. Invite your child to help sift the flour and salt together in a bowl.
2. In another bowl, cream the shortening and sugar. Show your child how to use the wooden spoon to mix the mixture until it is light and fluffy. Add the eggs, beating well. Add the vanilla. Stir in the flour little by little.
3. Help your child roll the dough to a thickness of 1/8 inch on a floured board or tabletop. Show her how to cut the dough into circles using a round cookie cutter or jar lid.
4. Challenge her to put half the circles on an ungreased cookie sheet and to top each with a teaspoon of her favorite jam.
5. Lay the rest of the circles on top of the jam filling. Show your child how to seal the edges with the tines of a fork and to prick the top a few times.
6. Bake the cookies for about 10 minutes in a 350° F oven. Let them cool and enjoy!
7. Together enjoy an evening under the silvery light of the autumn harvest moon. Take along these moon cake cookies as a special treat. Finish up the evening by singing a song you know about the moon, or just howling at it.

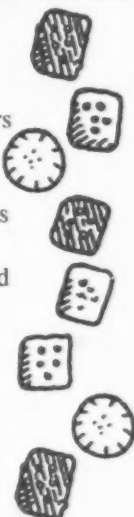


CRACKER AND PRETZEL SNACK MIX

You'll Need: 3 cups oyster crackers
● 3 cups small square cheese
crackers ○ 1/4 cup vegetable oil
○ 2 cups bite-sized pretzel nuggets
○ 1 package buttermilk salad
dressing mix ○ 1/2 teaspoon dried
oregano ○ large zip-locking
plastic bag

What to Do:

1. Help your child combine all ingredients in plastic bag.
2. Let your child shake until well mixed.



MONSTER MUNCH SNACK MIX

You'll Need: 1 1/2 cups crisp bite-sized cereal squares
○ one 6-ounce package semi-sweet chocolate pieces
○ 1 cup golden raisins ○ 1/4 cup flaked coconut
○ large zip-locking plastic bag

What to Do:

1. Help your child put all ingredients in the plastic bag. Zip closed.
2. Let your child shake until well mixed.

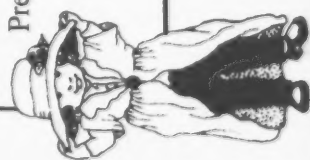




PLANS FOR NOVEMBER



Activity	Week of November 4	Week of November 11	Week of November 18	Week of November 25
Circle Time				
Free Choice				
Learning Centers				
Creative Art Activity				
After-Schoolers				
Prep Work				





For People Who Care for Young Children

A GIFT FROM US TO YOU

We want to share with you an exciting new web site directed to providers, parents, grandparents—in fact, anyone who has children in their lives. It's full of "hands on" activities that encourage children to explore, experiment, observe, and discover. The activities were created by the same team that brings you *Everyday TLC* newsletter. Attached to each of the activities are related books. We will be rotating activities each month resulting in over five hundred new activities a month! Also included is an "all about kids" section that provides information about children of all ages.

On Familytlc.net, you'll find just what you are looking for in less than two minutes:

- ◆ Over 5,000 total activities (over the year) which encourage learning as well as positive adult/child relationships
- Age ranges from babies to teens
- ◆ Activities that take on the average less than half an hour

- Activities in the following areas: arts and crafts, cooking, nature/science, music/movement, sports, games, seasons and holidays, books

- Activities that make use of inexpensive materials—items found around the house or available in nature

Please visit and explore the site at <http://www.familytlc.net/>.

Here is what to do.

1. Select the age of the children you are planning for.
2. Select a category (Crafts, Cooking, etc.)
3. Select the activity you would like to do.
4. Print it out.
5. Gather the materials.
6. Have fun with children.

Please use **CONTACT US** to send us your feedback if you have a moment.

Each month, we will be recommending activities on the web site that will complement the themes in the newsletters. This month, check out these activities at <http://www.familytlc.net>:

TODDLERS:

- ◆ Holiday Decorations

TWO'S

- ◆ Gift Wrap Games

THREES AND FOURS:

- ◆ Clothespin Elf

FIVE TO SEVEN YEAR OLDS

- ◆ Graham Cracker House

EIGHT TO

NINE YEAR OLDS

- ◆ Bird Greeting Cards

PRETEENS

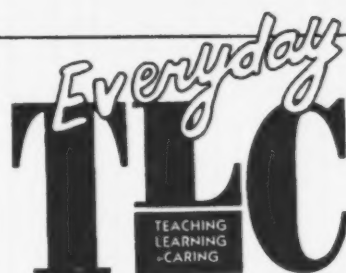
- ◆ Custom Gift Certificates

TEENS:

- ◆ Bark Candles

THIS MONTH IN *EVERDAY TLC:*

- Holiday Magic
- Community Helpers Who Care
- Easy Gifts for Kids to Make
- Let There Be Light with Candles and Stars
- LEARN-AT-HOME-TRAINING: Planning a Safe and Healthy Learning Environment



PARENTS & KIDS TOGETHER

See Parents & Kids Together
in Spanish at www.everydaytlc.com

HOLIDAY GIFT:

BOOKS TO READ

HAPPY HOLIDAYS

- 📖 *Arielle and the Hanukkah Surprise* by Shirley Newberger (Scholastic) (Incorrect title last month)
- 📖 *One Candle* by Eve Bunting (Joanna Cotler)
- 📖 *Who's That Knocking on Christmas Eve?* by Jan Brett (Putnam)
- 📖 *If You Take a Mouse to the Movies* by Laura Numeroff (HarperCollins)
- 📖 *How the Grinch Stole Christmas?* by Dr. Seuss (Random House)
- 📖 *Seven Candles for Kwanzaa* by Andrea Davis Pinkney (Dial)

HOLIDAY CRAFTS

- 📖 *Family Fun Crafts* by Deanna F. Cook (Hyperion)
- 📖 *Little Hands Big Fun Craft Book* by Judy Press (Williamson)
- 📖 *Arts and Crafts* by Judy Nayer (McClanahan)
- 📖 *Child's Play: Instant Crafts and Activities for Preschoolers* by Leslie Hamilton (Crown)

COMMUNITY HELPERS

- 📖 *Somebody Loves You, Mr. Hatch* by Eileen Spinelli (Simon & Schuster)
- 📖 *The Jolly Christmas Postman* by Janet Ahlberg (Little, Brown)

A WEB SITE OF ACTIVITIES—JUST FOR YOU!

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6. Have fun with your child.

Please send us your feedback if you have a moment. Use **CONTACT US** right on the site.

Each month, we will be recommending activities you can find on the web site that will complement what your child is doing in her child care program. This month, check out these activities at www.familytlc.net:

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- ◆ Holiday Decorations

TWO'S

- ◆ Gift Wrap Games

THREES AND FOURS:

- ◆ Clothespin Elf

FIVE TO SEVEN YEAR OLDS

- ◆ Graham Cracker House

EIGHT TO NINE YEAR OLDS

- ◆ Bird Greeting Cards

PRETEENS (Ten to twelve)

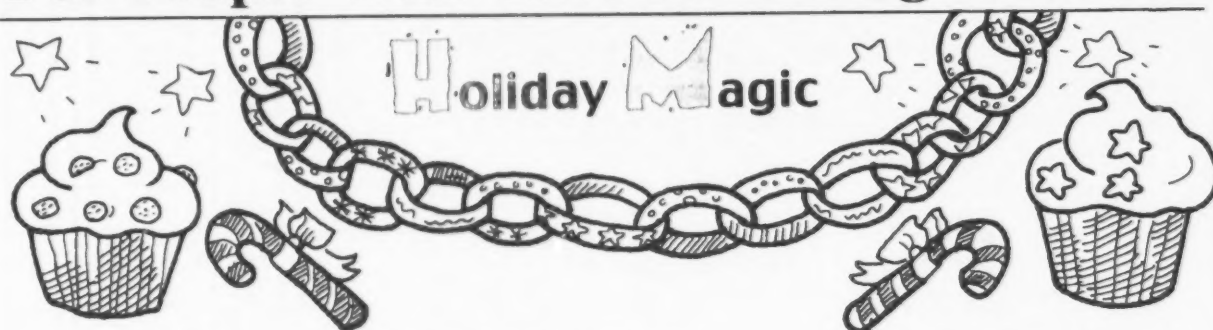
- ◆ Custom Gift Certificates

TEENS:

- ◆ Bark Candles



For People Who Care for Young Children



During holidays, everyone becomes more thoughtful, kind, and caring.

The magic of holiday traditions is the sweet frosting on a birthday cake; happy times creating memories that become bright patterns in the fabric of our lives.

True holiday magic seems to have two primary elements—tradition and surprise. We all love the anticipation and security in familiar traditions that make us feel a part of a family or community. We also love unexpected surprises. Weave both tradition and surprise into your holiday plans this year and create some magic for your program.

TRADITIONS

- Begin by sharing your own memories and some silly traditions from your childhood during circle time. Give children time to share their family traditions. Ask them to describe some of the things they do with their families. Do they go out for a walk together? Out for pizza on Friday nights? Make up a song about families doing things together (Tune:

“Here We Go ‘Round the Mulberry Bush.”).

*This is the way we go for a walk,
Go for a walk, go for a walk.
(Walk around the room.)*

*This is the way we go for a walk.
We’re a family!*

Make up other verses, with suggestions from children for words and actions (ride in a car, clean the house, go to the park).

Tell children that some traditions are so old that no one can remember how they began; other traditions are brand new; we can even start our own traditions.

- Collect pictures from magazines of families celebrating holidays (Thanksgiving, Hanukkah, birthdays, Christmas, Kwanzaa, summer picnics, vacations). Ask children what they think each family is doing in the pictures, and how that is the same or different from their own family traditions. Talk about the similarities in holidays (the good feelings inside, eating tasty foods, having fun with others).

When talking about family traditions, be very sensitive to

children who may not have experienced strong family traditions or even the warmth and experiences of an extended family. Your program can provide its own rich traditions for these children.

Ask boys and girls to help you create a new holiday tradition for your program. Make the tradition simple and easy to do; traditions do not need to be elaborate to give a feeling of warmth and belonging.

Holiday magic is created when we dress up and decorate our homes, schools, the streets, and ourselves. Many decorations are used year after year. Decorating your program with special art projects sets the scene for the celebration. Involve your children in brainstorming ideas and decorating your space. Save at least one decoration and put it away to use next year.

The scent of spices, greens, and good things to eat, the soft sounds of music and laughter, your decorated room(s), and sharing of gifts all blend into magic that you and your children will remember.

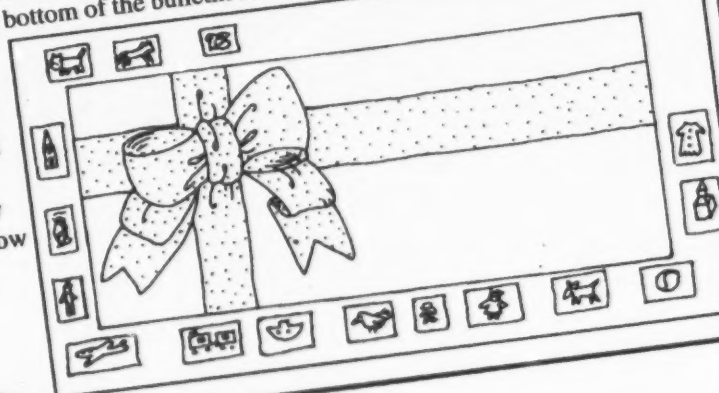
Surprises

The element of surprise is an important key to magic. Provide a surprise of some sort each morning when children arrive. It may be as simple as changing the arrangement of the room, or adding a new plant or colorful poster on the wall.

GIFT PACKAGE BULLETIN BOARD

Transform one bulletin board into a giant gift package. Put a picture of a gift (drawn or cut from a magazine) on the bulletin board, then cover the picture with wrapping paper, burlap, or fabric. Cut a 6-inch triangle flap over the picture, then tape it closed. Crisscross ribbon across the giant gift, and add a big bow slightly off center to make it look real. Ask children to look through old magazines and cut out what they think might be in the package, or ask them to draw pictures of the unknown gift. Help them glue their pictures on 6-by-6-inch squares of brightly colored paper and attach them as a border to the top and bottom of the bulletin board. All week, make guesses and predictions about what's inside the package.

On Friday, make a big production of opening the triangle window and ask children to describe what they see. At the end of the day, secretly put a new picture behind the window for the next week.



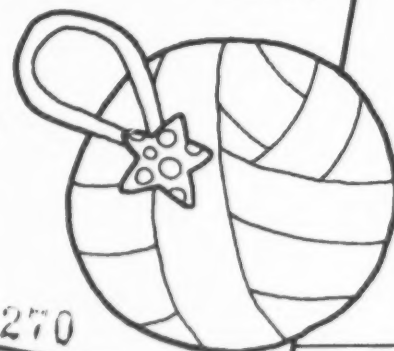
SURPRISE BALLS

This is an old toy that many of us remember from our own childhoods. Although you can purchase them already made in some specialty shops, the most fun is making your own. You may want to make a surprise ball for each of the children as their holiday gift. They can be hung on the tree as a decoration and then removed for giving. You might also want to make these with the children to give to others. If you choose candies and treats, the Surprise Ball make fun gifts for some older people that children may visit. (Of course, children would be there to help open the Surprise Ball and also get to enjoy the surprise again.)

You'll Need: rolls of crepe paper streamers ♦ scissors ♦ large sticker ♦ more stickers ♦ tiny toys, cars, figures, puzzles ♦ pennies ♦ "magic pebble" (that you've found and painted a heart on) ♦ small wrapped candies

What to Do:

1. Cut a long piece of streamer and begin wrapping it around the magic pebble.
2. After you've covered the pebble, place one of the treats on the ball and wrap over it.
3. Continue wrapping the ball and placing treats on it until you've gotten all the treats neatly wrapped inside the crepe paper streamers.
4. Place a large sticker at the end of the streamer to seal it closed. You can also place a ribbon loop under the sticker to use as a hanger for this ball.



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For People Who Care for Young Children

Community Helpers Who Care

This is the season for caring and sharing. We don't usually think about studying community helpers in December. But in keeping with holiday themes, it is perfect. Children first learn about caring for others from observing and copying the behaviors of important adults in their lives. Who might some of these important adults be? Community helpers, of course! Exposing children to a wide variety of caring professionals gives them a chance to dream about how they could show they care for other people and the world some day.

It is an age old question for children: "What do you want to be when you grow up?" By learning about caring professions,

you can help children investigate "walks of life" that will be personally fulfilling as well as helpful to others.

By exploring caring community helpers, children develop the foundation for very important character traits. For instance, when learning about veterinarians, children learn compassion for creatures that may be more helpless than themselves. When exploring the world of doctors and nurses, empathy is encouraged as children learn how professionals reach out to others in need.

There are so many caring community professions. Help children see how people who invest time and energy in their chosen career are showing they

respect their work as well as care about others. For instance, on a rainy, dreary day a mail carrier hand delivered a brightly decorated package, driving a half-mile to the recipient's door. He could have left it sticking out of the mailbox to become soaking wet. Now that is a caring professional! Point out simple kind acts such as these to children so they learn that workers who put their heart into their daily routine contribute to the welfare and happiness of others.

Below you will see a list of "caring professions," to which you will be able to add many of your own. It will then be up to you to create activities to help children learn as much as possible about the work of each.

Caring Professionals

Your imagination should be clicking by now. You probably have already thought of many caring professions to share with your children. Here's a list to keep the brainstorming going.

- Animal Shelter Worker
- Recycling Professional
- Ambulance Driver
- Naturalist
- Doctor/Nurse
- Veterinarian
- School Counselor
- Teacher
- Child Care Worker
- EMT
- Police Officer
- Dentist
- Forest Ranger
- Red Cross Worker
- Phone Friend/Hot-line Worker
- Mail Carrier
- Minister/Priest/Nun/Rabbi
- Physical Therapist
- Foster Parent/Grandparent
- Librarian
- Fire Fighter
- Girl Scout or Boy Scout Leader

SHARING THOSE CARING PROFESSIONS

START WITH PARENTS

A good starting point is the parents in your program. Which parents hold jobs that relate to caring for others? Once identified, invite one or more parents to be a special visitor for the day. Encourage parents to dress just like they do on their job. Ask them to bring pictures of themselves at work. Before the parent comes in, suggest that children ask questions about their job.

- What does the parent do all day?
- What does the parent like most or least about the job?
- Is the job hard?
- Why did he or she choose the job?
- What tools or equipment are needed to perform the job?

Perhaps parents can bring examples of tools or equipment they use.



FIELD TRIPS

Field trips are another great way to bring careers to life for your children. Make sure the field trip site is safe and prepare children for what they will see.

Start off your caring community experience with a question: "How can we help?" Most of us encourage children to be good friends and helpers to one another, but let's look beyond our families

and child care program into the community. How can we help?

Preschoolers are not too young to be turned on to the needs of others. Civil service can begin with them. Take some time to find social service and civic organizations in your community that will welcome and encourage your visit.

▲ Assisted Living and Nursing Homes Most of these homes have an activities' director available to coordinate events with members of the community. Find out if your group can make holiday favors, place mats, or seasonal decorations. Decorate a tree. Plant some flowers.

Intergenerational projects have value for all. Being with the aged in a social setting will help children to understand that aging is merely another stage of life and is not scary or threatening. Being around children will help foster a youthful attitude among the residents. Ask if your children can perform fingerplays or action songs. Take along enough drums, shakers, and rhythm sticks for the audience too! Remember to meet as many of the community helpers who work at the homes or centers as possible. From medical staff to

social workers to food servers, there are many special jobs involved with caring for the elderly.

△ Exhibits Visit a community art exhibit. Talk to the person who planned and takes care of the exhibit. If possible, introduce children to some professional artists.

Then have an exhibit of your own. Invite community members, friends, and parents to your program to view children's work. Have an open house in the evening so working families can come and enjoy the art show. Don't forget to invite the press! Parents will love seeing their children's names in the news.

▲ Environmental Awareness Clean up your neighborhood. Set aside a special day where everyone, armed with trash bags, goes out to pick up trash. Talk about the importance of preserving the environment. Then introduce children to some people in your community who are responsible for collecting trash, taking care of the parks, and general beautification.





For People Who Care for Young Children

Easy Gifts for Kids to Make

Every year around this time, we try to think of special gift ideas for family and friends. One terrific resource is right under our nose. The children! Here are some easy creative ideas that are thoughtful and easy.

QUICK AND EASY GAMES

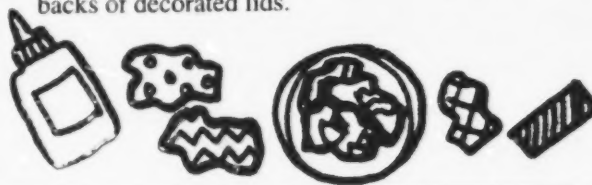
- ◇ Use old decks of cards to challenge children to make up new games. Let children dictate the rules to you. Then print out the rules and put them in the card packs.
- ◇ Checkerboards can be made by letting children do a color-by-number project. Recycled milk caps make great checkers. They can also create a circular checkerboard, such as the one used in Chinese Checkers.
- ◇ Cut the tops off milk bottles and turn them into catching jugs for taped paper balls that are attached to the handles with yarn or string.
- ◇ Fantastic hockey-type games can be made in dress boxes with checkers for pucks and wooden chopsticks for sticks.

COLLAGE MAGNETS

You'll Need: small plastic lid ◇ glue ◇ colored tissue paper ◇ magnetic strip ◇ wrapping paper

What to Do:

1. Place a lid in front of each child and help her squeeze or paint glue onto the lid surface.
2. Invite her to tear the tissue paper into small pieces and place them on the glued area, or she can tear pieces of colorful holiday gift wrap and glue this to the disk. (Gift wrap comes in many varieties. So you can use this idea for Christmas, Hanukkah, and even birthdays.) Encourage each child to overlap the pieces and add more glue if necessary.
3. When dry, help children to attach a magnetic strip to the backs of decorated lids.



HOLIDAY SPICE BAGS

You'll Need: oranges ◇ vegetable peeler ◇ 5-inch square cheesecloth ◇ cinnamon sticks ◇ cloves ◇ ribbon

What to Do:

1. Peel the orange with the peeler. Make the peels as long as possible.
2. Encourage children to gather the peels in a piece of cheesecloth and add a few whole cloves and sticks of cinnamon.
3. Help them tie the cloth with the ribbon.
4. To activate the kitchen spice bags, place them in boiling water (ADULT ONLY).



PICTURE THIS!

*Ask parents to share family photos with their child
and then send in a few for children to use in making special gifts.*

FAMILY DECK OF CARDS

You'll Need: old deck of playing cards ▲ marker
△ photocopies of family photographs ▲ glue

What to Do:

1. Send home a note, asking parents to let their children choose some family photos that are about the size of playing cards. Children might want to choose photos of 4 family members, one for each card suit or one of Mom, Dad, and a child to represent the King, Queen, and Jack. Or children can use a variety of photos just as decoration.
2. Make copies of the photos.
3. Let children glue each copy to the back or front of a playing card.
4. Help children label each card with the names of family members, friends, even pets. Don't forget extended family such as cousins, aunts, uncles, and grandparents.



NATURAL PICTURE FRAME

You'll Need: 4 twigs about the same size ▲ glue
△ cardboard—the size of the frame △ a picture

What to Do:

1. Help children to glue the 4 twigs together (as shown below). To get a closer fit, notch the twigs.
2. Then let children glue the cardboard to the frame.
3. Help each child carefully glue a picture of himself in the center of the frame.



LOVE BUG BOOK MARKS

You'll Need: red construction paper ▲ small piece of paper △ red and black markers ▲ green yarn
△ pencil ▲ glue △ scissors ▲ small head shot photo of child

What to Do:

1. Fold construction paper in half.
2. Cut out 4 hearts for each child.
3. Cut a piece of yarn about 10-12 inches long.
4. Show children how to sandwich one end of the yarn between two hearts and glue it together.
5. Repeat this process for the other end.
6. Place both hearts under a stack of books to dry.
7. When dry, let children use markers to decorate the hearts to look like "ladybugs."
8. Encourage them to glue their photo to the back of one of the hearts.



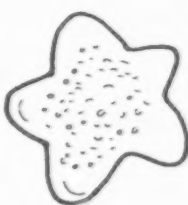
FAMILY PHOTO MAGNETS

You'll Need: scissors ▲ ballpoint pen △ photos of family and pets ▲ adhesive magnet sheets (found at home and craft stores) or recycled magnetic business cards ▲ glue stick

What to Do:

1. Invite parents and children to look through different family photographs and choose a few to send into your program. They may want to pick one of each family member, including pets.
2. Let children carefully cut out silhouettes of family members.
3. If you are using adhesive magnetic sheets, show children how to trace the silhouette onto the magnetic sheet.
4. Let children cut out the shape.
5. Peel off the adhesive backing and press firmly onto photo back to seal.

Variation: If you are using recycled business cards, trace the shape onto the front of the business card. Cut out the shape. Glue it onto the business card.



For People Who Care for Young Children

A Season Full of Light

Have you ever thought about the fact that here we are at the "darkest time of year" and there is so much light associated with the holidays? Candles, stars, glittery trees... The dark sky is the perfect backdrop to the splendor of the season. Menorahs, kinaras, stars leading the way to a manger... Light plays an important role in the holidays of December. Celebrate this important time as your children learn about and create these sources of light.

CANDLE, CANDLE, BURNING BRIGHT

Lights and candles seem to be everywhere during the holiday season. Children can learn about how air helps fire burn with this little experiment.

You'll Need: candle in a holder
○ 1 or more clean glass jars in different sizes

What to Do:

1. Darken the room and light a candle out of children's reach. (This is a good time to stress the importance of safety rules about fire.) Watch the candle burn and help children notice the different colors in the flame.
2. Let children watch as you lower a clean glass jar over the flame. (The flame will dim.) Raise the jar and to let children observe the changes in the flame.

3. Ask children to notice what happens when the jar is left over the candle.

4. Re-light the candle, cover it with the jar, and count how long it takes for the flame to go out. Try using different-sized jars and notice if it makes a difference in how long the flame lasts.

COLORFUL VOTIVE CANDLE

You'll Need: 1-inch wide paint brush ● baby food jar(s) ● ribbon or thick yarn ● white glue ● small cup or margarine container for glue ● votive candle(s) ● assorted colors of tissue paper

What to Do:

1. Invite children to cut or tear tissue paper into small pieces.
2. Help them pour glue into a container. Add a little water to thin.
3. Invite children to cover a baby food jar with glue using a paintbrush.
4. Encourage them to cover the glue with tissue paper pieces.
5. When dry, they can tie a ribbon or yarn around the jar and place a small votive candle inside.

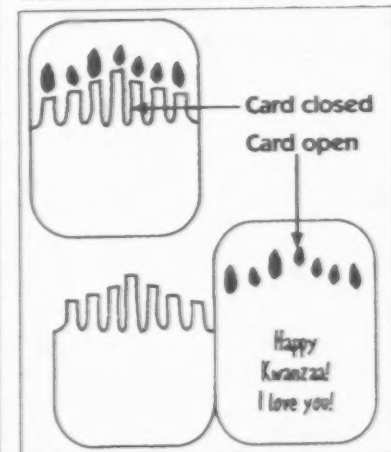
KWANZAA CANDLES HOLIDAY CARD

Kwanzaa is an African-American holiday that begins on December 26 and ends on January 1. This holiday helps us remember traditional African harvest festivals.

You'll Need: construction paper (yellow, orange, red, black, or green) ● scissors ○ glue or glue stick ● markers or crayons

What to Do:

1. Fold a piece of construction paper (red, black, or green) in half.
2. On the front flap of the folded paper, trace an outline in the shape of seven Kwanzaa candles.
3. Have children cut or tear out seven flame shapes from yellow or orange construction paper.
4. Glue the seven flame shapes to the inside flap of the card, positioning them so that they appear on top of the seven Kwanzaa candles when the card is closed.
5. Let children decorate the cards.
6. Have children dictate a Kwanzaa greeting to you and write it on the inside of the card.



ON A STARRY NIGHT

STAR HUNTING BINOCULARS

You'll Need: toilet paper or paper towel tubes ★ paint or markers ★ tape ★ a book about stars or the night sky

What to Do:

1. Invite children to make a "telescope" out of cardboard tubes.
2. Show them how to tape two tubes together or use one long tube.
3. Let children decorate the tubes with paint and markers. The tubes will help them to focus on a few stars at a time, making these stars look clearer and brighter. Make sure children only look through the tubes while seated or standing still.



Take children outdoors once it is dark one day this week and tune into the greatest show in our galaxy—the night sky!

You'll Need: warm clothing ★ blanket ★ star hunting binoculars (see box above) ★ blue construction paper ★ sticky-backed stars

What to Do:

1. Bundle up your children in some warm clothing and go outdoors to enjoy some early evening stargazing.
2. Spread out a blanket, lie down, and look up at the sky above. Encourage children to use the binoculars they made.
3. First look at the moon. Is it "big" and full or a "little" crescent sliver? Is it bright?
4. Then look at the stars. There are many stars on a clear night, and they appear to twinkle. Very large and bright stars are nearby planets.
5. Ask children to find a big star, a bright star, or stars close together. Ask questions such as: "How many stars do you think are in the sky?" "If you could touch a star, what do you think that would it feel like?"

6. Stars make patterns (or pictures) in the night sky and are called constellations. Look up with children and see if you can find the "Big Dipper."

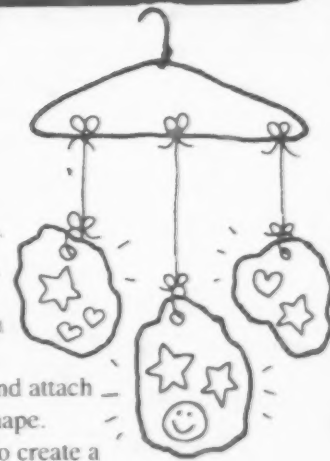
7. Back inside, give children sheets of dark blue construction paper and some sticky stars. Let them place the stars on the paper just like they saw the stars in the sky.

INFANT CARE: STAR MOBILE

You'll Need: tin foil or reflective paper ★ scissors ★ string ★ clothes hanger ★ glitter stick ★ star stickers

What to Do:

1. Invite children to tear shapes from reflective paper or tin foil.
2. Help children decorate the shapes with a glitter stick. Encourage them to add star stickers to the shapes.
3. Put a hole in the top of the shapes and attach different lengths of string to each shape.
4. Hang the stars on a clothes hanger to create a mobile.
5. Together with children, choose a spot to display the mobile for babies to enjoy.
6. Encourage children to sing this classic song to babies:
"Twinkle, twinkle, little star, How I wonder where you are,
Up above the world so high, Like a diamond in the sky.
Twinkle, twinkle, little star, How I wonder where you are."





YOU CHOOSE!

- ◆ Earn 40 clock hours toward your Child Development Associate* with *EVERYDAY TLC* Learn-At-Home Continuing Education Program and the Nutrition Education & Child Care Food Program
- ◆ Earn State Licensing Hours
- ◆ Do Both!!

Learn-At-Home Training for Child Care Professionals

*Over the course of a one-year subscription to **EVERYDAY TLC**, you can receive eight Learn-at-Home training modules, which will count toward 40 hours of your CDA.* These same training modules have been approved for one hour each (total of 8 per year) toward your state licensing hours for family child care providers in the following states: AK, AL, AR, CO, MA, OH, OK, OR, PA, RI, TX, WY (16 hours)*

It's Easy and Convenient:

- Step 1:** Review the continuing education self test and professional article in this issue of *EVERYDAY TLC*.
- Step 2:** Sit back, relax, and read through your issue of *EVERYDAY TLC*.
- Step 3:** Do the assignment as described in the test. Write your responses to the questions on the sheets (unless otherwise indicated). Please note: Photocopies of the test sheets will not be accepted. You must mail the original test pages from your *EVERYDAY TLC* issue!
- Step 4:** Remove your completed test sheets from *EVERYDAY TLC*. Be sure to include your name, address and phone number in the space provided on the test sheets. Place the test sheets and a check or money order for the fee in an envelope addressed to:
- EVERYDAY TLC*
P.O. Box 180
Wilmington, NC 28402
- Your certificate of completion of continuing education credits will arrive within 3-4 weeks.
- Cost:**
- ◆ CDA \$80 for all 8 tests (40 CDA clock hours)
 - ◆ State Licensing Hours \$5.50 per test
- OR SAVE MONEY BY: removing completed test sheets and saving them until you have completed all 8. Send them to the above address with a \$22.00 check or money order. (for state licensing hours only)
- Note:** The *EVERYDAY TLC* Learn-at-Home Training only counts toward 120 clock hours of training needed for your initial CDA application. The training does not count toward CDA renewal hours.

Questions: Please call: 1-800-677-6644.

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2002 Test Issues: Feb/Mar/Apr/June/Aug/Sept/Nov/Dec

*The Child Development Associate(CDA) credential is awarded to those caregivers who have completed 120 clock hours of formal child care education, with at least 10 hours in each of eight categories. There are requirements for hours working with children, the creation of a resource file, written competencies, and a formal observation and assessment. For more information on the CDA program, please contact The Council for Early Childhood Professional Recognition at 1-800-424-4310 or on the web at www.cdacouncil.org.

ENHANCING YOUR LEARNING ENVIRONMENT

We know that children learn best through play. We also know that it is our responsibility, as educated professionals, to give children ideas for activities and materials that will enhance their play. That's why we stock interest centers with so many great items. At times, however, you can also introduce projects that relate to a child's special interest. For example, one teacher noticed that children were playing with a real flashlight in dramatic play. They enjoyed spotlighting dark areas and shining it at various objects. A project was set out on a tray using a flashlight and squares of different papers—foil, waxed, plastic wrap, paper toweling, newsprint, coffee filter, cardboard, and wrapping paper. Children were asked to see which kinds of paper the light would shine through. As they experimented, the words 'transparent,' 'translucent,' and 'opaque' were introduced and a handwritten chart with three columns, headed by these words, was used to sort the squares of paper. Children enjoyed discovering what happened to the light when it was shined on the papers and sorted the squares accordingly. They brought in other papers to test.

Projects such as this one help focus children, expand their concentration, and become aware that they have the power to learn on their own. We need to constantly enrich our learning centers with mind-expanding projects.

- 1.** Name two of the learning centers you have set up and tell about one item that you've added in each that has sparked children's interest and how using the item relates to literacy, math, science and/or social studies.

Learning Center 1

Item Added _____ How Children Use It _____

What Children Are Learning _____

Learning Center 2

Item Added _____ How Children Use It _____

What Children Are Learning _____

- 2.** Tell how you can boost OUTDOOR learning in the areas of Literacy, Math, Science and Social Studies with new materials and your guidance.

LITERACY: Materials _____

What YOU can Do: _____

MATH: Materials _____

What YOU Can Do _____

SCIENCE: Materials _____

What YOU Can Do _____

SOCIAL STUDIES: Materials _____

What YOU Can Do: _____

4. Think of and describe one project you will do in one of your centers. Fill in all of the following (use a separate sheet if you wish):

Center to which project will be added _____

Project description _____

Materials needed _____

The concepts that will be learned are:

Literacy _____

Math _____

Science _____

Social Studies _____

5. For the CDA (Child Development Associate) Certificate Resource File, you must include three (Infant/Toddler and Family must submit nine) activities that encourage cognitive (thinking), physical (large and/or small motor) and creative skills. Choose one activity to develop and record it on a separate sheet in the following format.

Title of the Activity _____

Skills that will be developed:

The cognitive skills are: _____

The physical skills are: _____

The creative skills are: _____

Materials Needed: _____

How Children Will Use These Materials: _____

Name _____

Address _____

City _____ State _____ Zip Code _____

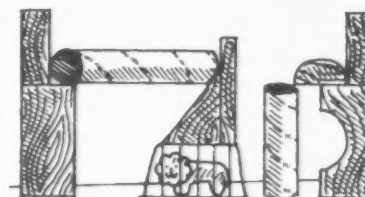
Telephone _____

☐ CDA ☐ TRAINING CERTIFICATE



DOES YOUR ENVIRONMENT PROMOTE LEARNING?

by Kathy Faggella



Creating a safe, healthy, learning environment is very important to every professional early childhood provider. Whether you are in family childcare, infant and toddler, or preschool programs, there are basics you need to know to set up your areas. The entire site, both indoors and outdoors, must be safe and clean. Besides following state guidelines and regulations, you need to actually get down to the children's level and examine your site as a child would see and interact with it. This way, you can notice debris, air temperature and circulation, and any accidents waiting to happen. Preparedness and prevention are key to creating a safe environment.

Beyond these two concerns is the actual set up of the environment. Often, children's learning and behavior are a direct result of how you create spaces for them to play and learn in. Spaces should:

- encourage the full engagement of children in interesting activities,
- foster making choices and support children's independence
- reduce friction between children and lessen their feelings of being out of control.

Structure your environment so that areas of play are well defined with furniture, carpets, and architectural features. There should be at least one interest center for every three to four children in your care. Vary the centers from active, noisy ones such as dramatic play,

blocks, music, woodworking and art to quieter ones such as a book corner, computers, sensory table and table toys.

Display age-appropriate materials and make them easy to reach for children of that age. Mobile babies can pick from five or six toys on a low, open shelf and five year olds can choose markers, scissors, and paper to create their own artwork.

Safe, clean, well-designed interest centers and accessible materials are the basics of the early childhood learning environment. But keep in mind that each interest center can offer children the opportunity to develop basic skills and concepts.

◆ In dramatic play, you can encourage literacy by adding a telephone book and telephone, a pad to take orders from a menu or well-illustrated cookbooks for pretend cooking. These same items promote number recognition as well as do calendars, clocks, and grocery flyers. Widen children's horizons with "scientist," "medical" and multicultural clothing and props. Real cooking activities will lead to scientific thinking and will be reflected in children's cooking play.

◆ Blocks should go together with paper and markers for making signs and labels. Pictures of buildings and other large structures can be posted to develop children's vocabulary such as 'tower' and 'skyscraper' and math concepts such as tall, taller, tallest.

◆ Art has always been connected

to dictated stories and labels. Keep a clipboard, paper and markers with your art materials. A special shelf (away from the messy area) should hold books about artists and their works.

Add more fun to painting using natural materials—flowers, bark and seeds. A pail of water and a wide brush can be used to paint outdoors and demonstrate evaporation.

◆ Table toys promote math—sorting, classifying, and patterning. Checkerboards encourage children to make designs and invent games with the game pieces. Ask children to describe what they are making and reinforce vocabulary using shape, number, size and color words. Introduce materials that reflect different cultures such as beads for bead work and chopsticks to pick up small items.

◆ Literacy can be brought into music by incorporating rhyming words into melodies. An illustrated chart or large, fold-out book can help children remember the verses of "The Old Lady Who Swallowed the Fly" or "Old MacDonald." Rhythm instruments can be used to count beats and detect rhythm patterns. Natural materials—sticks, pebbles, shells, sand—make natural sounds. Use recorded music, photos of instruments, dances and costumes to help children learn about other cultures.

These are easy ways to enrich our everyday interest centers to encourage learning. The addition of new materials and your input will develop children's natural curiosity.

STAR COOKIES

You'll Need:



1/2 cup butter or margarine



1 cup sugar



1 egg



1 Tbsp. milk or cream



1/2 teaspoon vanilla



1 3/4 cups flour



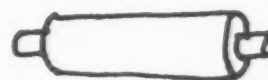
1 tsp. baking powder



1/4 tsp. salt



star-shaped
cookie cutters



rolling pin



What to Do:

1. Cream butter well.
2. Help children beat in the sugar, egg, milk, and vanilla.
3. Add flour, salt, and baking powder that has been sifted together. Let children mix well.
4. Refrigerate for one hour.
5. Help children roll out the dough on flour-covered cutting board.
6. Let children use cookie cutters to make stars.
7. Bake in 375°F oven for five to eight minutes.

CACFP credit:
bread/alternate
for snack only



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BOOK CORNER:

IN THE

- ① *How the Grinch Stole Christmas?* by Dr. Seuss (Random House)
- ① *The Night Before Christmas* by Robert Sabuda (Little Simon)
- ① *I Am a Star* by Jean Marzollo (Cartwheel)
- ① *One Candle* by Eve Bunting (Joanna Cotler)
- ① *Seven Candles for Kwanzaa* by Andrea Davis Pinkney (Dial)

BOOKS LIGHT UP OUR LIVES

Good children's books are like rays of light in our lives.

Especially around this time of year, a book can be used to soothe, to motivate, and to develop creativity with children.

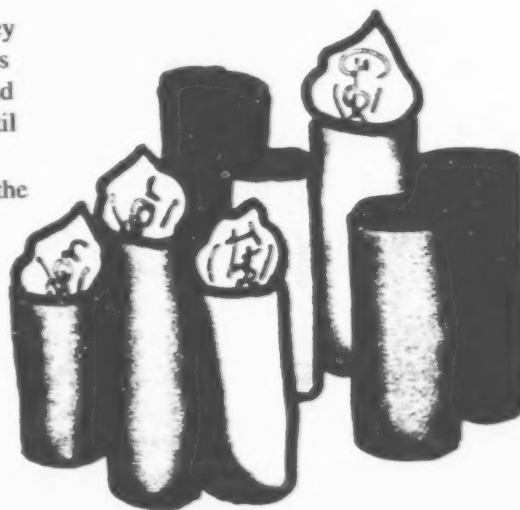
Make this holiday candle holder to help children get into books. Making choices will be the surprise for them and keep them coming back again and again.

HOLIDAY "CANDLE" HOLDER

You'll Need: paper tubes (These can be toilet tissue and paper towel tubes OR gift wrapping tubes cut into various lengths.) ● 5-inch yellow or red tissue paper squares ● glue ● masking tape ● paints ● holiday books for children

What to Do:

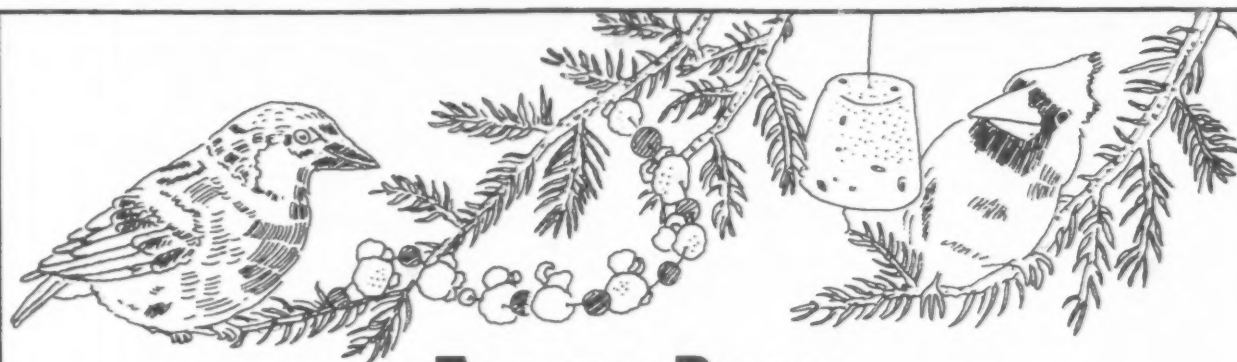
1. Help children cut and assemble the paper tubes so that they resemble a fancy candle holder. (Use as many paper tubes as you have books to read.) Stand each tube on its end and glue it to all others. Secure with masking tape to hold until dry.
2. When glue is dried, have children remove tape and paint the tubes any color they wish.
3. On each square of colored tissue paper, write the title of one of the books you intend to read for this season.
4. Let children pick one "flame" tissue paper square; you read the title on it. The flame is then crushed slightly and inserted into one of the candles in the candle holder.
5. Read the book and continue adding flames and reading books until all the candles have flames!



Ideas: familytlic.net, Kathy Faggella

Art: Debby Dixler, Nina Woldin

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FOR THE BIRDS

Many grown-ups would appreciate **bird feeders** as gifts and there's an endless list of materials that can be reused in making them. Before you begin, teach children this traditional rhyme and discuss why we should help our feathered friends who do not hibernate or go south in the winter:

*The north wind doth blow,
And we shall have snow,
And what will poor robin do then?
Poor thing! He'll sit in the barn.
And keep himself warm,
And hide his head under his wing. Poor thing!*

MILK CARTON BIRD FEEDER

You'll Need: empty milk carton ● stick ○ string ○ birdseed ○ scissors

What to Do:

1. Cut windows from opposite sides of the milk carton, leaving 2 inches at the bottom.
2. Invite children to poke a hole near the bottom and insert a stick to form a perch.
3. Help them punch two holes in the top of the carton; thread, and tie a piece of string to form a hanger.
4. Encourage children to paint and decorate the carton.
5. The bottom of the carton can be filled with birdseed and hung outside for the birds to enjoy.



HOLIDAY PINE CONE BIRD FEEDER

When you make this simple bird feeder, the birds get a treat, and children learn how birds eat.

You'll Need: peanut butter ○ pine cones ● birdseed ○ zip-locking bags ○ red ribbon or yarn ○ book on birds (optional)

What to Do:

1. Together with children, look carefully at the birdseed and discuss the shapes and colors, and how birds use their beaks to crack open the seeds to eat them.
2. If you wish, look in a bird book at the different kinds of beaks needed to eat different kinds of seed.
3. Invite children to coat the pine cone with peanut butter.
4. Help them put some birdseed and the pine cone in a plastic bag. Zip lock the bag.
5. Encourage children to shake bags until the pine cones are coated with seeds.
6. Remove each pine cone from its bag, and tie a string around it.
7. Place in another bag and send home as a gift.



BOOK CORNER:

IN THE

📖 *Family Fun Crafts* by Deanna F. Cook (Hyperion)

📖 *Little Hands Big Fun Craft Book* by Judy Press (Williamson)

📖 *Arts and Crafts* by Judy Nayer (McClanahan)

📖 *Child's Play: Instant Crafts and Activities for Preschoolers* by Leslie Hamilton (Crown)



INFANT CARE: Simple Gifts to Make for Babies

Here are some easy gifts your children can make for the babies in your program or at home. Even two year olds can help make these simple toys.

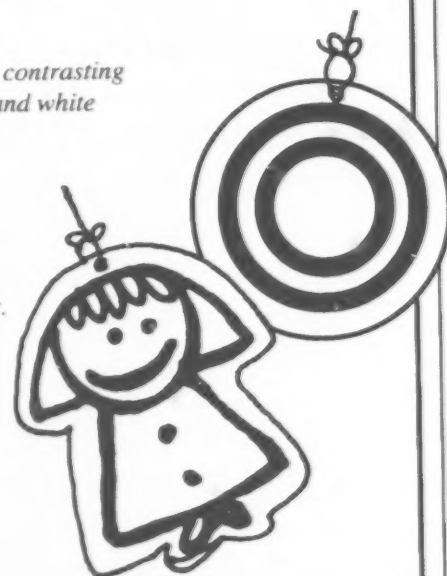
FOR INFANTS (birth to 3 months)

Just a week after they are born, babies are able to see patterns in sharply contrasting colors such as black and white. Encourage your children to make black and white posters for babies to enjoy.

You'll Need: bright white paper (posterboard is good) ● broad, black marker ● newspapers, magazines ● scissors, glue

What to Do:

1. Give your youngest children pieces of white paper and fat, black markers. Invite them to make big designs with the black marker.
2. Give older children magazines and scissors and glue. Invite them to cut out big black objects or designs and paste them on the white paper. They can use the markers to make their own pictures too.
3. The pictures can be hung above a baby's crib or changing table. Make sure the baby can see but not touch the pictures.



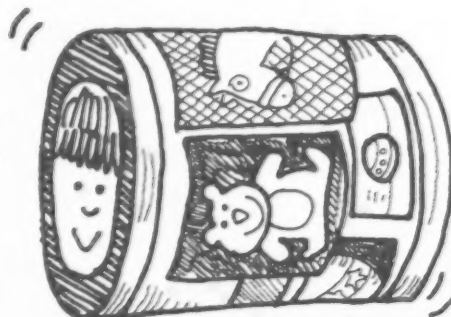
FOR BABIES (3 months and older)

Here is a "first book" for a baby—that moves!

You'll Need: cylinder such as empty, cleaned, oatmeal box ● old magazines ● clear contact paper ● scissors ● glue

What to Do:

1. Invite children to find and cut out colorful pictures of familiar objects such as people, toys, and animals from the magazines.
2. Let them glue the pictures on the cylinder.
3. Cover the surface of the box with contact paper.
4. You can play with babies by rolling the "book" and then asking them to help you find special pictures. "Where is the ball? Let's find it."



Ideas: Gail Jones, Familytlc.net

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Art: Debby Dixler, Nina Woldin

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HOLIDAY FRUIT KEBABS WITH DIP

Everyone eats special treats during the December holidays. These tend to be sweet and often not very nutritious. Let children make these colorful fruit kebabs and serve them with sweet healthy dip at your holiday party.

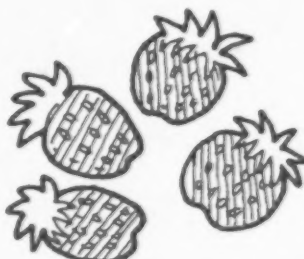
You'll Need:



1/4 tsp. cinnamon



green grapes



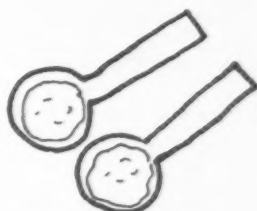
strawberries or any red-colored fruit



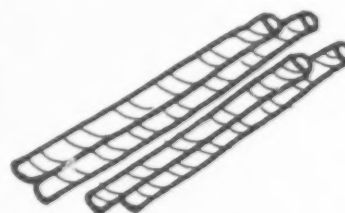
1 cup low fat
vanilla yogurt



2 Tbsp. frozen orange juice concentrate

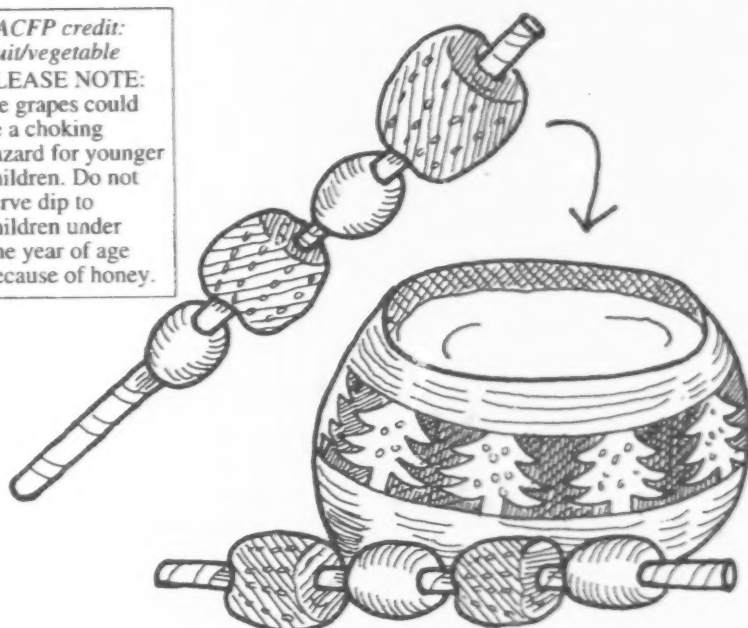


1 tsp. honey



holiday- colored plastic straws

CACFP credit:
fruit/vegetable
PLEASE NOTE:
the grapes could
be a choking
hazard for younger
children. Do not
serve dip to
children under
one year of age
because of honey.



What to Do:

1. Invite children to thread grapes and strawberries on straws in any pattern they wish; for example: grape/grape/strawberry/grape/grape...
2. Put fruit kebabs in the freezer while you make the dip.
3. Let children mix yogurt, defrosted juice concentrate, cinnamon, and honey until well blended.
4. Serve this colorful holiday treat at your art exhibit or holiday party or take it with you when you visit a nursing home.

Adapted from
Connecticut Cooks for Kids

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BOOK CORNER:

IN THE



Another good resource for learning about caring professions is your local library. The children's librarian can help you find a wide variety of Early Childhood picture books about community helpers. You may want to explore other careers in the adult section and then share your new knowledge with children.

Here are some suggestions:

- ☐ *On the Town: A Community Adventure* by Judith Casely (Greenwillow)
- ☐ *Somebody Loves You, Mr. Hatch* by Eileen Spinelli (Simon & Schuster)
- ☐ *The Legend of the Candy Cane* by Lori Walburg Vanderbosch (Zondervan)
- ☐ *The Jolly Christmas Postman* by Janet Ahlberg (Little, Brown)

AFTER-SCHOOLER IDEA: Community Helpers

Invite school-age children to choose a community helper and interview him or her. Share the list on page 1 of this newsletter or encourage them to find someone who works in a job associated with the holiday season. For example, children could interview a Salvation Army worker or a sidewalk Santa. Suggest that they do their interview on a weekend with their parents. Encourage them to take along a camera and take pictures during the interview.

Together, come up with a list of questions to ask:

- ☐ What is your job?
- ☐ How did you decide to do this kind of work?
- ☐ How long have you been doing this job?
- ☐ How do you think you help other people?
- ☐ Do you feel good when you do your job?



After the interview, invite children to share their findings with the whole group at circle time or make a poster about their special community helper.

Ideas: Karen Stephens, Margery Kranyik

BEST COPY AVAILABLE Art: Catherine Minor, Debby Dixler

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Surprise Muffins

You'll Need:



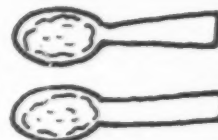
1 cup whole wheat flour



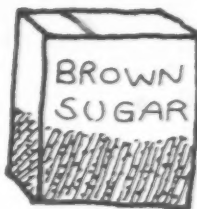
1 cup quick-cooking oats



2 tsp. baking powder



1/2 tsp. cinnamon



1/4 cup brown sugar



1/2 cup oil



1 egg



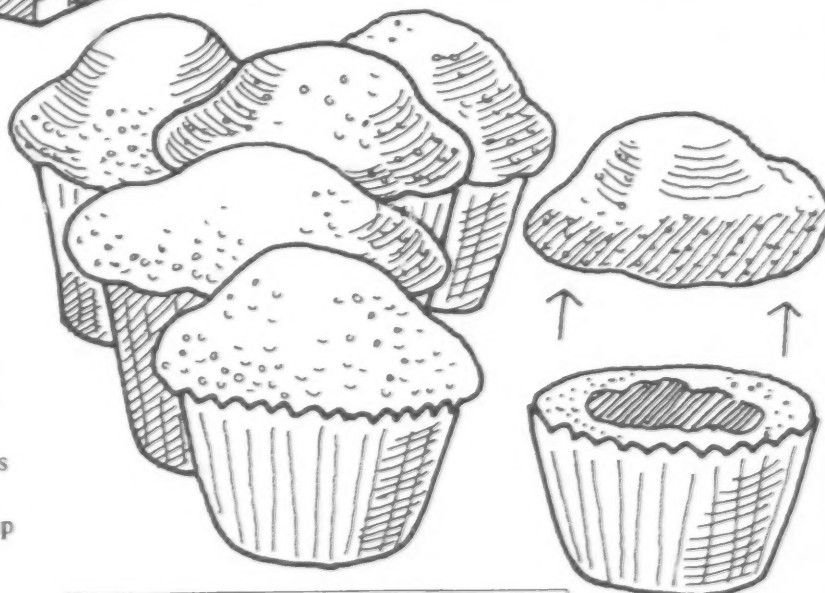
1 cup milk



1/4 cup jam

What to Do:

1. Preheat oven to 400° F.
2. Let children mix dry ingredientis except brown sugar in a bowl.
3. Now let them combine brown sugar, oil, egg, and milk until smooth.
4. Add brown sugar mixture to dry ingredients and mix until moistened.
5. Fill 12 greased muffin cups 1/4 full. Spoon 1 tsp. jam over batter and fill each cup 3/4 full with remaining batter.
6. Bake 15-20 minutes.



CACFP credit: bread/alternate

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BOOK CORNER:

IN THE

- ☐ *Who's That Knocking on Christmas Eve?* by Jan Brett (Putnam)
- ☐ *If You Take a Mouse to the Movies* by Laura Numeroff (HarperCollins)
- ☐ *Angelina's Christmas* by Katherine Holabird (Pleasant Co.)
- ☐ *Arielle and the Hanukkah Surprise* by Shirley Newberger (Scholastic) (Incorrect title last month)

Celebrating Around the World

Learning about the traditions of other cultures is a wonderful form of sharing.

▲ On December 5, talk about Saint Nicholas Day celebrated in some European countries. In Holland, children set their shoes outside the door filled with straw and carrots for Sinterklaas' snow-white horse. Small gifts are hidden with rhyming clues. Sometimes the gifts are even hidden in a loaf of bread. Draw pictures of fancy shoes filled with goodies and make silly clues for a treasure hunt.

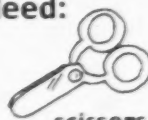
▲ Celebrate in the Southwestern and Mexican tradition by creating and breaking a piñata. Help children make piñatas several weeks before your party by covering balloons with four or five layers of newspaper that have been dipped in wallpaper paste or liquid starch. Turn the piñatas several times while drying.

Let children decorate the dried piñatas with paints or with tissue paper strips. Then fill one of them with treats and hang the rest as ceiling decorations. On party day, let children try to break the filled piñata with a plastic bat. (Be sure everyone else is well out of the way.) When the piñata is broken, everyone shares the treats.

You'll Need:



a bowl



scissors



wallpaper paste or liquid starch



newspaper



balloons



paint

What to Do:



Cover with strips of paper dipped in wallpaper paste or liquid starch.



Let dry.



Fill with treats.

Paint.



and Party!



Ideas: Jeannine Perez

Art: Catherine Minor, Debby Dixler

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HOLIDAY FUN AND SURPRISES IN THE KITCHEN

Holiday Kebabs



You'll Need:

- 1/4 tsp. cinnamon ♦ green grapes ♦ strawberries or any red-colored fruit ♦ 1 cup low fat vanilla yogurt
♦ 2 Tbsp. frozen orange juice concentrate ♦ 1 tsp. honey ♦ holiday-colored plastic straws

What to Do:

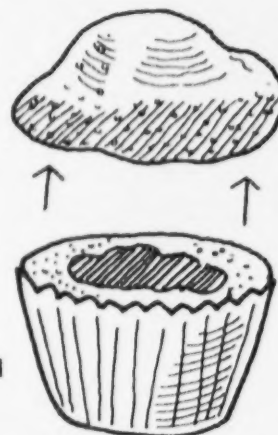
1. Invite your child to thread grapes and strawberries on straws in any pattern she wishes; for example: grape/grape/strawberry/grape/grape...
2. Put fruit kebabs in the refrigerator while you make the dip.
3. Let your child mix yogurt, defrosted juice concentrate, cinnamon, and honey until well blended.
4. Serve this at a holiday party or anytime you want a colorful, healthy treat.

Surprise Muffins

- You'll Need:** 1 cup whole wheat flour ♦ 1 cup quick-cooking oats
♦ 2 tsp. baking powder ♦ 1/2 tsp. cinnamon ♦ 1/4 cup brown sugar
♦ 1/2 cup oil ♦ 1 egg ♦ 1 cup milk ♦ 1/4 cup jam

What to Do:

1. Preheat oven to 400° F.
2. Let your child mix dry ingredients except brown sugar in a bowl.
3. Now let him combine brown sugar, oil, egg, and milk until smooth.
4. Add brown sugar mixture to dry ingredients and mix until moistened.
5. Fill 12 greased muffin cups 1/4 full. Spoon 1 tsp. jam over batter and fill each cup 3/4 full with remaining batter.
6. Bake 15-20 minutes.



Star Cookies



- You'll Need:** 1/2 cup butter or margarine ♦ 1 cup sugar ♦ 1 egg ♦ 1 Tbsp. milk or cream
♦ 1/2 teaspoon vanilla ♦ 1 3/4 cups flour ♦ 1/4 tsp. salt ♦ 1 tsp. baking powder ♦ star-shaped cookie cutters

What to Do:

1. Cream butter well.
2. Help your child beat in the sugar, egg, milk, and vanilla.
3. Add flour, salt, and baking powder that has been sifted together. Let your child mix well.
4. Refrigerate for one hour.
5. Help your child roll out the dough on flour-covered cutting board.
6. Let him use a cookie cutter to make stars.
7. Bake in 375° F oven for five to eight minutes.



PLANS FOR DECEMBER



Week of December 23

Week of December 16

Week of December 9

Week of December 2

Activity

Circle Time

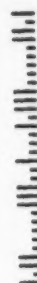
Free Choice

Learning Centers

Creative Art Activity

After-Schoolers

Prep Work



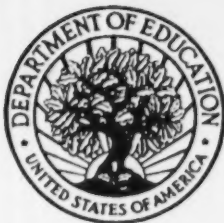
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